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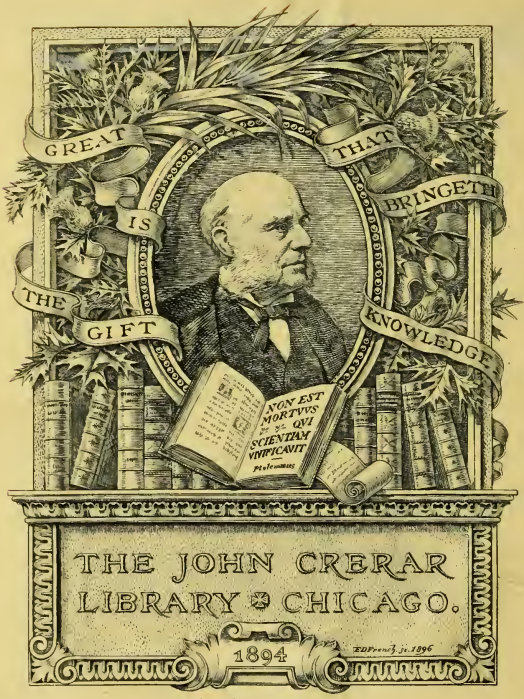

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INTERNATIONAL YOUNG MEN'S CHRISTIAN ASSOCIATION TRAINING SCHOOL

SPRINGFIELD, MASS.

1908-1909

TWENTY-FOURTH CATALOGUE

AND ANNOUNCEMENTS FOR

1909-1910

COMMENCEMENT, FRIDAY, JUNE 11, 1909

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APRIL, 1909

INTERNATIONAL YOUNG MEN'S CHRISTIAN ASSOCIATION TRAINING SCHOOL
SPRINGFIELD, MASSACHUSETTS

TWENTY-FOURTH ANNUAL CATALOGUE OF THE INTERNATIONAL YOUNG MEN'S CHRISTIAN ASSOCIATION TRAINING SCHOOL

SPRINGFIELD, MASS.

FOUNDED IN 1885

1908-1909

WITH ANNOUNCEMENTS FOR 1909-1910

APRIL, 1909

Calendar

Regular meetings of the Trustees on the third Wednesdays of September and March, and on the second Friday in June.

Annual meeting of the Corporation on the second Friday in June.

School financial year, September 1 to August 31.

1909

January 5—Tuesday, ... Beginning of Winter Term.
February 17—Wednesday, Conference Boys' Work Directors.
March 20-26, ... Senior Trip.
March 26—Friday, ... End of Winter Term.
April 6—Tuesday, ... Beginning of Spring Term.
June 11—Friday, ... Commencement.
September 22—Wednesday, ... Beginning of Fall Term.
December 22—Wednesday, ... End of Fall Term.

1910

January 4—Tuesday, ... Beginning of Winter Term.
March 12-18, ... Senior Trip.
March 19—Saturday, ... End of Winter Term.
March 29—Tuesday, ... Beginning of Spring Term.
June 10—Friday, ... Commencement.

There will be no School sessions on legal holidays.

For general information concerning the School, or for admission to the Secretarial Course, apply to President L. L. Doggett.

Persons desiring information concerning the Physical Course, or admission to it, are invited to correspond with Dr. James H. McCurdy.

Corporators and Trustees

The names of the Trustees are italicized.

Australia, S., Adelaide, Harry A. Wheeler.
" Victoria, Melbourne, H. A. Wilcox.
Brazil, Rio Janeiro, Myron A. Clark.
" Porto Alegre, Alvaro Almeida.
France, Paris, Charles Bonnamaux.
" " E. Buscarlet.
Great Britain, England, London, M. H. Hodder.
" " " W. H. Mills.
" Scotland, Edinburgh, R. H. Smith.
Hawaii, Honolulu, Hon. Henry Waterhouse.
Italy, Rome, M. B. Rideout.
Korea, Seoul, P. L. Gillett.
Portugal, Lisbon, Rudolph Horner.
South Africa, Adams, Natal, George B. Cowles.
Sweden, Stockholm, Baron Edward Barnekow.
Switzerland, Geneva, Rev. Gustave Tophel.
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" Ottawa, T. D. Patton.
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" " F. W. Kelley.
" " J. E. Merritt.
" " D. W. Ross.
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" Riverside, J. George Hunter.
" San Francisco, H. J. McCoy.
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" " F. D. Fagg.
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" New Haven, W. G. Lotze.
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Illinois, Chicago, I. E. Brown.
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" " Robert Weidensall.
Iowa, Des Moines, W. A. Magee.
" " E. D. Sampson.
Kansas, Lawrence, James Naismith.
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Kentucky, Louisville, J. L. Wheat.
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" " *Arthur S. Johnson.*
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" Campello, *Preston B. Keith.*
" Chicopee, James L. Pease.
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" Pittsburg, W. W. Fry.
" " Benjamin Thaw.
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" Wilkesbarre, F. M. Kirby.
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Texas, Dallas, A. F. Hardie.
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Washington, Seattle, E. C. Kilbourne.

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1908-1909

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Silver Bay

GEO. A. WARBURTON . . . . . New York City.
W. W. FRY . . . . . Pittsburg, Pa.
L. L. DOGGETT . . . . . Springfield, Mass.

Seminars and Theses

PROFESSORS H. M. BURR, J. H. McCURDY, L. L. DOGGETT.

Degrees

PROFESSORS H. M. BURR, J. H. McCURDY, F. N. SEERLEY.

Members of the Faculty

L. L. Doggett, Ph. D., President; *History and Literature of the Young Men's Christian Association, Religious Pedagogy,* 60 Northampton Avenue.

A. B., Oberlin College, 1886; assistant state secretary Ohio Young Men's Christian Associations, 1888; student Union Seminary, 1889; B. D., Oberlin Theological Seminary, 1890; A. M., Oberlin College, 1890; general secretary town Young Men's Christian Association, Oberlin, 1890; assistant state secretary Ohio Young Men's Christian Associations, 1890-93; Ph. D., Leipsic University, 1895; state secretary Ohio Young Men's Christian Associations, 1895-96; president International Young Men's Christian Association Training School, Springfield, Mass., 1896—; author "History of the Young Men's Christian Association," Vol. I., 1896; "History of the Boston Young Men's Christian Association," 1901; "Life of Robert R. McBurney," 1902; principal Silver Bay Institute, 1903—.

J. T. Bowne, M. H.; *Librarian and Instructor in Association Methods,* 121 Northampton Avenue.

In business, 1863-77; secretary Young Men's Christian Association, Hudson, N. Y., 1877-78; assistant secretary Brooklyn Association, 1878-80; secretary Newburgh, N. Y., Association, 1880-83; in charge of Secretarial Bureau of International Committee, New York City, 1883-85; instructor and librarian Training School, Springfield, Mass., 1885—; founder Historical Library of the American Young Men's Christian Associations, 1877; founder of the Secretaries' Insurance Alliance, 1880; joint editor of "Association Handbook," 1887-92; author "Decimal Classification for Association Publications," 1891; joint author "Decimal Classification for Physical Training," 1901; compiler "Classified Bibliography of Boy Life and Organized Work with Boys," 1906; M. H., Training School, 1906.

F. N. Seerley, B. Ph., M. D., M. H.; *Histology, Psychology, and Personal Evangelism* . . . . . 180 Westford Avenue.

General secretary Young Men's Christian Association, Iowa City, Iowa, 1883-85; general secretary Davenport, Iowa, Association, 1886-87; general secretary Oshkosh, Wis., Association, 1888-89; student Training School, Springfield, Mass., 1889-90; instructor Training School, 1890—; M. D., State University, Vermont, 1891; B. Ph., State University, Iowa, 1896; student Clark University Summer School three years; official lecturer for the American Society of Sanitary and Moral Prophylaxis, 1907—; member Springfield Board of Education, 1896—; editor *Association Seminar,* 1901—; student in psychology at University of Paris and physical director Paris Young Men's Christian Association, 1903-04; M. H., Training School, 1907.

H. M. Burr, B. A., B. D.; *Christian History and Sociology,* 250 Alden Street.

B. A., Amherst College, 1885; B. D., Hartford Theological Seminary, 1888; assistant pastor of First Church, Lowell, Mass., 1889; pastor Park Church, Springfield, Mass., 1890-92; instructor in Training School, 1892—; post-graduate work in sociology, economics and psychology at Columbia University, 1897; "Studies in Adolescent Boyhood," 1907.

J. H. McCurdy, M. D., M. P. E.; *Physiology of Exercise, Director of Gymnastics and Athletics, Football Coach,* 93 Westford Avenue.

Assistant secretary, Bangor, Me., 1887; physical director, Auburn, Me., 1888; student Training School, 1889-90; athletic and aquatic director New York City

Association, 1891-94; M. D., New York University, 1893; physical and medical director Twenty-third Street Branch Association, New York City, 1893-95; instructor Training School, 1895—; graduate student in physiology of exercise Harvard Medical School, 1896 and 1900; lecturer on physiology of exercise and on bibliographical methods in physicial training, Harvard Summer School, 1903—; joint author "Decimal Classification for Physical Training," 1901; member of the Academy of Physical Education, of the Physical Directors' Society of the Young Men's Christian Association of North America, and of the Society for the Study of Athletics; author "Bibliography of Physical Training," 1905; editor "American Physical Education Review," 1906—; M. P. E., Training School, 1907; Honorary Graduate Sargent Normal School, 1907; graduate student Clark University, 1908-09.

W. G. Ballantine, D. D., LL. D.; *The Bible,* 321 St. James Avenue.

A. B., Marietta College, 1868; A. M., 1874; graduate Union Theological Seminary, New York, 1872; student University of Leipsic, 1872-73; D. D., Marietta College, 1885; LL. D., Western Reserve University, 1891; assistant engineer American Palestine Exploring Expedition, 1873; professor of chemistry and natural science, Ripon College, 1874-76; assistant professor of Greek, Indiana University, 1876-78; professor of Greek and Hebrew, Oberlin Theological Seminary, 1878-81; professor of Old Testament language and literature, 1881-91; president Oberlin College, 1891-96; instructor Training School, 1897—; author of "Inductive Logic" and "Inductive Bible Studies," published by the International Committee Young Men's Christian Associations; student University of Berlin, 1907-08.

Elmer Berry, B. S., M. P. E.; *Anatomy, Physiological Chemistry, Physiology, Gymnastics and Athletics, Fencing, Assistant Football Coach* . . . . . 154 Alden Street.

B. S., University of Nebraska, 1901; student assistant Physical Department University of Nebraska, 1899-1901; second lieutenant Nebraska University Cadets, 1901; graduate Training School, Springfield, Mass., 1902; Fellow Training School, 1903; assistant instructor Training School, 1903-04; instructor Training School, 1904—; M. P. E., Training School, 1908; editor "A Manual of Marching"; instructor physiology of exercise and gymnastics, Silver Bay Summer Institute, 1906—; special student Harvard Medical School, summers 1907-08.

R. L. Cheney, B. S., B. H.; *Financial Secretary, Association Methods,* 75 Northampton Avenue.

B. S., Oberlin College, 1898; in business, 1898-99; graduate Training School, 1901; assistant secretary Albany Association, 1901-03; general secretary Niagara Falls Association, 1903-07; B. H., Training School, 1907; instructor in Training School, 1907—; instructor Association Methods, Silver Bay Summer Institute, 1908.

F. S. Hyde, B. A., B. D.; *General History, English, Music,* 55 Sherman Street.

Graduate Amherst College, 1888; teacher in Syrian Protestant College, Beirut, Syria, 1888-92; graduate Union Theological Seminary, N. Y., 1894; pastor Congregational Church, Groton, Conn., 1894-07; instructor Training School, 1907—.

G. B. Affleck, B. A., B. P. E.; *Hygiene, Anthropometry, History, Gymnastics, Athletics* . . . . . 15 Gunn Square.

Graduate Manitoba Provincial Normal School, 1895; B. A., University of Manitoba, 1897; assistant secretary Young Men's Christian Association, Winnipeg, 1898-99; graduate Training School, Springfield, Mass., 1901; physical director, State Normal School, Cedar Falls, Ia., 1901-07; B. P. E., Training School, 1907; physical director, Central Department Young Men's Christian Association, Chicago, Ill., 1907-08; instructor Training School, 1908—.

Other Instructors

Mrs. Carolyn D. Doggett, M. A. . . . 60 Northampton Avenue.
English Literature

A. B., Oberlin College, 1890; M. A., Wellesley College, 1893; Leipsic University, graduate work in English, 1894-95; instructor in Greek and general history, Pike Seminary, Pike, N. Y., 1885-88; principal Women's Department and professor English literature and English history, Washburn College, Topeka, Kan., 1893-94; instructor English literature, Training School, 1898—; instructor MacDuffie School, 1906—.

J. F. Simons, '00 . . . . . 154 Alden Street
Assistant Librarian

G. A. Coe, '09 . . . . . Dormitory Building.
English

A. G. Johnson, B. Di., B. P. E., '08 . . . . 173 Alden Street.
Mathematics, Physics and Chemistry, Physical Normal Work, Gymnastics and Athletics, Baseball Coach

D. C. North, '08 . . . . . Dormitory Building.
Gymnastics, Athletics, Boxing, Swimming, Association Football

Miss I. A. Richardson . . . . . 10 Wilbraham Avenue.
Association Bookkeeping and Commercial Law

A. C. Heimsath, '09 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics, Instructor Wrestling

R. C. Cubbon, '09 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics

L. H. Field, '09 . . . . . Dormitory Building.
Student Assistant Gymnastics

J. H. McCulloch, '10 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics

Laurence Taylor, '09 . . . . . 4 Lebanon Place.
Student Assistant Athletics

G. R. D. Kramer, B. Di., '09 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics

E. H. Andrews, '09 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics

F. J. Winters, '10 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics

E. C. Cunningham, '09 . . . . . Dormitory Building.
Student Assistant Gymnastics, Athletics, Boxing

L. C. Schroeder, '11 . . . . . Dormitory Building.
Student Assistant Gymnastics, Wrestling

C. E. Briggs, '09 . . . . . Dormitory Building.
Student Assistant Football

A. J. Erismann, '10 . . . . . Dormitory Building.
Student Assistant Gymnastics

Mrs. A. B. Rey . . . . . *Woods Hall.*
Matron

Students

Graduate Students

Johnson, Austin Garfield, B. Di., B. P. E.	P	Slater, Ia.
North, Donald Christopher	P	London, England.

Two Graduates.

Senior Class (1909)

Andrews, Ernest Howard	P	Deckerville, Mich.
Bandlow, Lessing	P	Cleveland, Ohio.
Bingemann, C. William	S	Buffalo, N. Y.
Briggs, Chester Everette	P	Salem, Mass.
Coe, George Allen	S	Paterson, N. J.
Cubbon, Robert Charles	P	Cleveland, Ohio.
Cunningham, Everett Carleton	P	Gloucester, Mass.
Dickinson, Charles Alexius	S	Wellington, N. Z.
Field, Lewis Henry	P	Fairhaven, Mass.
Gahan, Percy Veranus	P	Montreal, P. Q.
Gould, Allison Almon	P	Rome, N. Y.
Graves, Arthur Spaulding	P	Monson, Mass.
Heimsath, Albert Charles	P	Cleveland, Ohio.
Kilbourne, Charles John	P	Rome, N. Y.
Kramer, George R. D., Jr., B. Di.	P	Cedar Falls, Ia.
Mann, Leon	S	Paris, France.
Messer, Guerdon Norris	P	Springfield, Mass.
Morise, Yosokichi	S	Tokyo, Japan.
Northcott, Herbert William	S	Victoria, B. C.
Shaw, Edward Downs	S	Bridgeport, Conn.
Sherman, Byron Grant	P	Putnam, Conn.
Stine, J. Howard	P	Seattle, Wash.
Taylor, Laurence	P	Springfield, Mass.
Whitbeck, Winfield Scott	S	Albany, N. Y.
White, Frederick Glover	S	Nottingham, England.

Twenty-five Seniors.

Middle Class (1910)

Baker, G. Cornelius	S	Chicago, Ill.
Brock, John Drummond	P	Brooklyn, N. Y.
Brown, Clifford Knowlton, B. A.	S	Oxford, Ohio.

Buck, Harry Crow	P	Duncannon, Pa.
Carson, James Morley	S	Moncton, N. B.
Colton, Henry Douglas	P	Dorchester, Mass.
Colton, Hubert Porter	P	Dorchester, Mass.
Erismann, Albert Julius	P	Lincoln, Neb.
Eyman, Frank Austin	P	Wellington, Ohio.
Farnham, Isaiah Henry	S	Wellesley, Mass.
Fette, Franklin Charles, Ph. B.	P	McGregor, Ia.
Fleming, Clarence Earl, B. A.	S	Delavan, Ill.
Guillow, Ralph Edmund	P	Troy, N. H.
Hadcock, Percy William	P	Orangeville, Ont.
Hall, Edgar Milton	S	Fairmount, W. Va.
Hainsworth, Alonzo Alfred	S	Winnipeg, Man.
Hoffman, James Irvie	S	Coatesville, Pa.
Holm, Alexander Lommel	P	Newport, R. I.
Hopkins, Jess Townsend	P	Wichita, Kansas.
Howard, William Noble	P	Springfield, Mass.
Jackson, R. Ben	S	Brantford, Ont.
Kingsbury, Elliot Grover	P	Springfield, Mass.
Lewis, Chauncey B.	P	Springfield, Mass.
McCulloch, Joseph Howard	P	New York City.
Moller, Ernest Frederick	P	Brooklyn, N. Y.
Porter, Fenno Joudrey	S	Boston ,Mass.
Stearns, Archie James	P	West Springfield, Mass.
*Strawbridge, Samuel A.	S	New York City.
Strout, Reginald Clark	S	La Crosse, Wis.
Wilkinson, William Andrew	S	Winnipeg, Man.
Winters, Frank John	P	Lincoln, Neb.
Wright, Fred Dawson	P	Madison, N. J.
Yeager, William S.	P	Agency, Ia.

Thirty-three Middlers.

Junior Class (1911)

Anderson, Forrest Adolph	P	Chicago, Ill.
Balderston, Theodore W.	S	Charlottetown, P. E. I.
Baraw, Arthur Gilbert	P	Lawrence, Mass.
Beall, Harold G.	P	Kingston, Ont.
Beers, Ernest B.	P	Syracuse, N. Y.
Best, Ernest M.	S	Peterboro, Ont.
Billings, Theodore Wallace	P	Lynn, Mass.
Bissell, Morton L.	S	Keene, N. H.
Bradshaw, Albert T.	S	Stratford, Ont.
Bridges, Dwight Thomas	P	Bridgeport, Conn.
Colburn, Coit Olin	P	Southbridge, Mass.
**Crosier, Frank Alson	P	Brattleboro, Vt.

D'Antonio, Giovanni	S	Philadelphia, Pa.
Delahanty, Robert John	P	East Longmeadow, Mass.
Emerson, George Berry	P	Everett, Mass.
**Erfling, Fritz Arthur	P	Buffalo, N. Y.
Fiske, Harold Monroe	S	Springfield, Mass.
Gale, Fred Emerson	S	Gloucester, Mass.
Hoffman, Rolland Edward	S	Chicago, Ohio.
Hulek, Emil Aloys	P	Hamilton, Ont.
Jackson, Ellis Lindsley	S	Livonia, N. Y.
Keyes, Loren Joseph	P	Keene, N. H.
Malcolmson, E. W. Benson	S	Orange, N. J.
Marchand, Louis	S	Le Vésinet, France.
Martin, Royal Frederick	P	Marion, Ohio.
McQuin, Herbert William	S	Gloucester, Mass.
Miyata, Morie	S	Kobe, Japan.
Nahas, Samuel	P	Boston, Mass.
Perkins, Wesley Trow	P	Tilton, N. H.
Pixley, Alonzo Robertson	S	Springfield, Mass.
Pryke, Archibald Edwin	S	Hamilton, Ont.
Ryan, Edward Michael	S	Wellington, N. Z.
Salassa, Maurice Clarence	P	Calumet, Mich.
Schnurr, George Benjamin	P	Lincoln, Neb.
Simpson, Gerald Ray	P	Billings, Mont.
Smith, Frank Lloyd	S	Anagance, N. B.
Smith, Thomas Samuel	S	Anagance, N. B.
Smullin, Kenneth Ernest	P	Kane, Pa.
Storr, John Harlow	S	Wellington, N. Z.
Sumner, Ernest Leslie	P	Keene, N. H.
Summers, James Stewart	P	Ballarat, Australia.
Thornton, Wilfred	S	Nottingham, England.
Van Bommel, Dirk Johannes	S	Amsterdam, Holland.
Van Velsor, Harry Ashby	P	Buffalo, N. Y.
*Volley, Hjalmar Ernest	P	Chicopee, Mass.
Wakeling, Charles Ritchie	S	Brockton, Mass.
Wright, Samuel Frederick	P	Orange, N. J.
Zeller, Frank Henry	P	Cleveland, Ohio.

Forty-eight Juniors.

Junior Preparatory

Cho, Nam Pok	S	Seoul, Korea.
Donnelly, William Francis	P	Cleveland, Ohio.
Gregory, Herbert	P	Dunedin, N. Z.
Herbert, Edgar William	P	Adelaide, South Australia.
Min, Yiung Sung,	S	Seoul, Korea.
Pew, Schuyler Colfax, Jr.	P	Suffern, N. Y.

Russell, Charles Benjamin	P	Bridgeport, Conn.
Schroeder, Louis C.	P	Brooklyn, N. Y.
Smethurst, Walter A.	P	New Bedford, Mass.
Smith, Joseph Clarence	S	Witney, England.
Warren, Robert	P	Hamilton, Ont.

Eleven Preparatory.

S Secretarial Course.
P Physical Course.
* Partial Course.
** Special Course.

Object

The International Training School is an agency of the Young Men's Christian Associations. It was created and has been carried on by representatives of these organizations in this and other lands. It has two courses of study:

1. *The Secretarial.* This course prepares men for the various forms of secretarial administrative work—general secretaries, boys' work directors, educational directors, railroad secretaries, county work secretaries, and the like. This course is also adapted to prepare men to become directors of boys' clubs and for institutional work in social settlements and kindred organizations.

2. *The Physical Course.* This course prepares Christian young men for work in physical education as physical directors in the Young Men's Christian Associations, in schools and colleges, and in similar institutions.

It is the purpose of the trustees of the Training School to provide an institution where a carefully selected body of experts shall devote their whole time to the training, developing, and guiding of the students. In accordance with this policy a group of specialists, who are devoted to the cause for which this institution stands, have worked out during the last twenty-four years a curriculum of study and a plan of activity and normal work, which is admirably adapted for meeting the problems of adolescent manhood. This School aims to prepare its students to build Christian manhood in adolescent boys and young men in a large and virile way. The technical and normal training receives the most painstaking attention, but the Training School has never lost sight of its primary purpose of placing the study of principles before methods, and is preparing men for religious leadership and social service.

Elmer Ellsworth Brown, Ph. D., United States Commissioner of Education, has recently said:—

"It is one great merit of a vocational school of any kind that it stamps a professional character upon the occupation for which it prepares. By professional character, I mean that ingrained regard for standards and ideas, for special knowledge and special

THE FACULTY

skill, which marks the professional man, and his readiness to put the claims of public service and of intrinsic excellence of performance above considerations of private gain. As compared with any kind of apprenticeship, a vocational school makes for such professional spirit, by combining the instruction of specialists in different fields, by referring processes to guiding ideas and cultivating practice in its connection with theory, by organizing a coherent course of training, by making a center of information relating to recent improvements in its particular craft.

"Not only does the school prepare for the vocation more quickly and more thoroughly than any ordinary form of apprenticeship, but it tends to improve more rapidly in its methods and appliances."

The International Training School is built upon such a conception, and its history has already shown the wisdom of this policy. The leadership of the School in physical training and in work among boys, and its contributions to Association literature and methods, have given it a prominent place. In its early days the trustees were compelled to employ men who gave only part of their time to teaching. It has greatly increased the efficiency of the School to have a faculty of specialists who devote their whole endeavor to its interests.

While the Training School offers the advantage to its students of a faculty of specialists giving their whole time to instruction, it also brings to the students the leading experts in various phases of Association endeavor, who give courses of lectures and instruction on the most up-to-date developments in Association work among young men.

The courses of study at the Training School also recognize the importance of normal practice and of careful observation of work in actual operation. Abundant opportunities are afforded through the religious and educational activities in Springfield to share in practical work. Physical training has reached a high stage of development in this region, and through gymnasiums, athletic leagues, boys' clubs, and other channels, students have abundant opportunity for experience and practice.

One of the most important parts of a student's education is fellowship and contact with fellow students who are to enter the same profession. Dormitory life at Springfield furnishes an

STUDENTS PREPARING FOR WORK AMONG YOUNG MEN IN FOREIGN LANDS

admirable opportunity in this respect. Student friendships, the meetings in the literary societies, student prayer meetings, and various organizations, make a community life which forms an important part of an education. Much of the original investigation done at the School appears in its publication, "The Association Seminar and Springfield Student."

The Training School has always recognized its obligations to further the interests of the Young Men's Christian Associations by an original study of the problems presented by work among young men and boys. This is a rich field for research and investigation. There is scarcely one of the technical courses of the curriculum but has been largely produced by the instructor, or modified to adapt it to this particular field.

Historical Sketch

This year completes the twenty-fourth in the history of the International Training School. The rapid extension of the Association movement between 1870 and 1885, the erection of large buildings, and the marked increase in the size of individual Associations created a demand for trained men as officers. Assistant secretaryships, conferences, and general conventions were the first means of training. Afterwards candidates were sent to various secretaries for personal training. About 1879, arrangements were made by the International Committee and the state committee of Pennsylvania, to have candidates for the secretaryship visit the Association at Harrisburg, Pa., for a period of from two to four weeks, that they might gain some practical acquaintance with methods of work. Twenty-six men visited this Association during the next three years. In June, 1880, Newburgh, N. Y., was made a training station, where Mr. J. T. Bowne was general secretary. Sixty-eight men visited this Association. During this period Poughkeepsie and Yonkers, N. Y., and Peoria, Ill., were also added to the list of training stations. In addition to the growing demand for men there was a corresponding advance in requirements.

It was in response to such appeals that this institution was founded by Rev. David Allen Reed, in Springfield, Mass., in 1885, in connection with the School for Christian Workers. Mr. J. T.

Soccer Team, 1907-1908

Bowne, who had become one of the secretaries of the International Committee, was called to take charge of the secretarial department. In 1886 the department for physical training was established under the direction of Dr. Luther Halsey Gulick. This department has prepared a large proportion of the physical directors now in Association work. In 1890, as the result of a demand from the Associations, the Training School was separately incorporated as

A Class at the Boys' Club Conducted by Students

the International Young Men's Christian Association Training School. The following year a desirable property, consisting of thirty acres of ground bordering on Massasoit Lake, was purchased. After a determined effort, under the leadership of Mr. Oliver C. Morse, corresponding secretary of the Training School, funds were secured for a model gymnasium building, which was completed in 1894. The north athletic field was equipped for sports

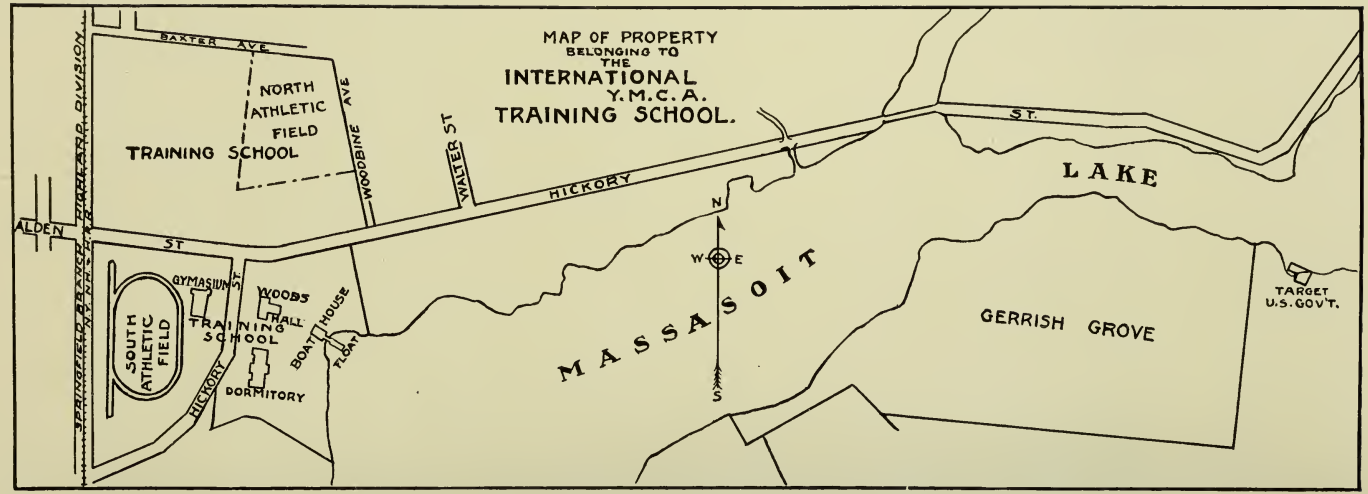
the same year. The pressing need of a dormitory and recitation hall was met by the erection, in 1896, of the present attractive headquarters of the institution. In the summer of 1904, through

Basket Ball Team, 1907-1908

the generosity of Mrs. Eleanor S. Woods, of Springfield, a most attractive social building, containing a dining hall, social rooms, and additional dormitory facilities, was erected and equipped at a cost of $20,000. The School has a property valued at $175,000.

Fencing Team, 1907-1908

With this external development there has been a less public but even more important internal evolution. A carefully shaped curriculum of study and a competent faculty of specialists is the result.


MAP OF PROPERTY
BELONGING TO
THE
INTERNATIONAL
Y.M.C.A.
TRAINING SCHOOL.
BAXTER AVE.
NORTH
ATHLETIC
FIELD
TRAINING SCHOOL
WOODBINE AVE
WALTER ST
HICKORY ST
ALDEN ST
SPRINGFIELD & BRANCH R.R. DIVISION
N.Y.N.H. & H.R.R.
GYMASIUM
WOODS
HALL
TRAINING
SCHOOL
SOUTH
ATHLETIC
FIELD
HICKORY ST
DORMITORY
BOAT HOUSE
FLOAT
N
W
E
S
MASSASOIT
LAKE
GERRISH GROVE
TARGET
U.S. GOV'T.

The institution stands for the most thorough specialization accompanied with a generous liberal training. It would fit the student for something definite, and at the same time give him a view of the broader fields of human culture. It seeks both culture and power. In planning for the special studies for the various offices of the Young Men's Christian Association, the trustees have held the conviction that the aim of the institution should be to inculcate general principles rather than precedents

A Room in the Dormitory

or rules; for example, the School aims to make men masters of the contents of the Scriptures rather than to give two or three courses which might be reproduced in an Association. It aims to make men who can produce their own Bible courses.

It is remarkable in the technical courses how far the curriculum has gone beyond simply the study of methods. Methods have not only held their place, but cover a far larger sphere than at first. The course has also advanced to study principles as already de-

Class Day Procession

scribed. In recent years a scientific study has been undertaken of boys and young men—their habits, aptitudes, temptations, economic standing and religious life. In sociology extended studies have been made among the young men and boys of Springfield regarding their economic and religious condition.

Since its inception, this institution has stood for the study of humanics. It has recognized the threefold nature of man—body,

Baseball Team, 1907-1908

mind and spirit. This conception furnishes a philosophy for its curriculum. It is a guiding principle which gives unity and symmetry to its work. The four liberal studies pursued are history, social economics, English, and the study of the human mind.

A preparatory course in English, mathematics, history, physics and chemistry, and general bookkeeping is offered for students who are deficient in entrance requirements for these subjects.

SENIOR CLASS, 1909

This course offers a most attractive year's work for older men who have not had the opportunities of an academy or high school.

The Training School has stood for a high type of manliness in athletics. It has been an earnest advocate of clean sport and gentlemanliness on the athletic field and on the gymnasium floor.

Social Service and Religious Education

The International Training School is a modern institution which has arisen in response to present-day needs. It has grown out of the changed conditions in city and industrial life, and the modern conception of Christian work.

1. *Religious Education.* A religious education based on the study of human needs and the religious heritage of the race, in touch with modern thought and adapted to the conditions of the present day, is one of the important opportunities afforded by the Training School. The various courses of study aim to give each student a religious education. A modern religious education must have at least three elements—a study of the Bible, a study of the development of Christian thought and history, and of the social, economic, moral, and religious needs of our time. These courses are fundamental to all institutional workers whether in the secretaryship, in the physical directorship, in social settlements, or in boys' clubs. Just as the Young Men's Christian Association has placed its welfare and institutional work on a religious basis, so the Training School relates its technical and social courses to religious education. The Training School seeks to study the problems of early and later adolescence and at the same time to train its students for work among boys and young men.

2. *Social Service.* The Training School aims to fit all of its students for social service as a natural result of a religious education. The industrial environment of today demands Christian men who understand the civilization in which they live and the needs of men around them. Through courses in economics, sociology, municipal sociology, community and personal hygiene, ethics, and methods of work among young men and boys, the Training School offers most attractive courses of study for institutional workers.

Gymnastic Team, 1908-1909

These courses in social service and religious education are fundamental to the various phases of institutional work for the religious and social betterment of men and boys as carried on at the present day. College graduates, who desire to fit themselves for some form of social service either in the Young Men's Christian Association, in boys' clubs, in social settlements, or in any

Ice Hockey Team, 1908-1909

THE PHILOMATHEAN LITERARY SOCIETY

form of work among men engaged in industrial pursuits, will find the atmosphere and work at the Training School particularly helpful and attractive.

Degrees

In response to a petition from the board of trustees, which was signed by a number of the leading educators of Massachusetts, the legislature has granted the Training School a charter, giving the right to confer degrees.

The degree prescribed for the secretarial course is Bachelor of Humanics (B. H.). This is in recognition of the student's having completed a thorough study of man—physically, socially, intellectually, and spiritually.

The degree prescribed for the physical course is Bachelor of Physical Education (B. P. E.), in recognition of the student's having completed a thorough course in physical training.

For graduate work are given the degrees of Master of Humanics (M. H.) and Master of Physical Education (M. P. E.).

College Men

The attention of college graduates, who wish to enter the secretaryship or physical directorship, is particularly called to the opportunities offered at the Training School. Credit will be given for satisfactory work done in other institutions, but the senior year must be spent in Springfield in residence if a student is to graduate or receive a degree.

The impression has prevailed among some that a college education without additional training is adequate for success in the general secretaryship or the physical directorship. This is not justified by experience. A study made by Dr. McCurdy a few years ago shows the following facts:

During the five years, 1896-1900, two hundred and twenty-one college graduates entered the service of the Young Men's Christian Association as secretaries or physical directors, or in other positions. By January 1, 1903, sixty-six per cent, or all but seventy-five of these men, had dropped out of Association service. Of these two hundred and twenty-one, one hundred and

Dormitory Building

Athletic Field

ten entered the work as general secretaries or assistant secretaries. On the first of January, 1903, only twenty-six per cent, or twenty-nine men, remained in these positions. In other words, scarcely one fourth of the college graduates who entered city Association service during this period were found in the work five years later. On the other hand, seventy-three per cent of the graduates of the secretarial course at the Training School during these years, 1896-1900, have served five or more years as general secretaries or assistant secretaries. It is important that in addition to study in college, a man should have a thorough training in methods of Association work, in the study of the Bible, and in the history and literature of the Association. He should also make a systematic study of the physical, mental, social, and religious characteristics of boys and young men. He should be trained as a religious leader, and should become a specialist in the great questions regarding young men and boys.

Physical training offers to the college graduate the advantages of a comparatively new profession. The increase in the number of positions in Associations, preparatory schools, and colleges during the last fifteen years has been very great. There is also increasing demand for physical directors in the city schools. The Associations, schools, and colleges are searching for men of moral earnestness and Christian character, who have the necessary technical knowledge and executive ability. The present demand far exceeds the supply.

The need of technical training for physical directors is clearly shown by the fact that only nineteen per cent of the non-trained men, or of those who enter through an apprenticeship, succeed. Of the college graduates entering the physical directorship without technical preparation about twenty-three per cent succeed, while eighty-six per cent of the Training School graduates are successful.

Buildings and Grounds

The institution has been provided with property admirably adapted to its purpose, located on the shores of Massasoit Lake. The School campus and athletic grounds consist of thirty-two acres of land, within fifteen minutes' ride of the Central Young Men's Christian Association.

Football Team, 1908

DORMITORY

The dormitory building, which at present is used also for recitations, library, and offices, is an attractive four-story brick structure, overlooking the lake. The first floor contains the lecture hall, the parlor, known as the "Jubilee Room," the reading room, library, and offices.

The three upper floors contain two classrooms and sleeping rooms for sixty-eight students. Each floor is provided with

GYMNASIUM

lavatories and baths. In the basement there is provision for chemical, physical, and anatomical laboratories, a bicycle room and storeroom, besides the furnace and engine rooms.

GYMNASIUM

The Training School possesses a model gymnasium, given by four of its friends, Col. Charles A. Hopkins, Mr. Preston B. Keith, Mr. Benjamin Thaw, and Mr. Roland Hazard. The

GLEE CLUB

gymnasium floor is forty-eight by seventy-four feet, free from posts, having the usual apparatus, and in addition, handball courts, class climbing ropes, seven needle baths with hot and cold water, lockers eighteen by eighteen by forty-eight inches. It also contains two classrooms, examining rooms, the physiological laboratory, massage room, and locker room and baths for club purposes.

WOODS HALL

The International Training School, following the ideal of the Young Men's Christian Association, seeks to train its students

'VARSITY FOOTBALL TEAM OUT FOR PRACTICE

socially, physically, intellectually, and spiritually. For some years one of the friends of the institution in Springfield, Mrs. E. S. Woods, had observed the need of greater social opportunities for the School. As a result of this conviction, she erected on the campus a social building, which has become a center of student life. The central feature of Woods Hall is a dining room attractively equipped, with accommodations for one hundred and twenty-five or more guests. The social parlor, with its piano and cozy corners, makes a homelike place for the students. The

Woods Hall

second floor is given over to dormitory rooms. Many of the social occasions of the year are held in this building.

ATHLETIC GROUNDS

The Training School has two enclosed fields equipped for athletic purposes. The south field adjoining the gymnasium has a baseball diamond, quarter-mile running track, and tennis courts. The north field, which was improved by the students in 1907, has space for two baseball diamonds and affords opportunity for

Boat House

the increasing number of Training School teams, also for practice teaching with the Association, Sunday school, high school, and grammar school league teams. The athletic field near the gymnasium is flooded during the winter for skating and ice hockey.

THE WASHINGTON GLADDEN BOATHOUSE

Through the efforts of the students and the generous gift of Mr. Frank Beebe of Holyoke, a boathouse was erected in the fall of 1901, on the borders of Massasoit Lake. This boathouse

GERRISH GROVE

is equipped with a fine fleet of boats. Massasoit Lake, which is two miles in length, furnishes an admirable opportunity for training in aquatics. The aquatic sports carried on by the students during Commencement week are an interesting feature.

GERRISH GROVE

By a gift of the late Mr. Gerrish of Springfield, the School is enabled to preserve to a large extent the beauty of the shores of Massasoit Lake. Mr. Gerrish before his death deeded to the School twenty acres of land on the shores of Massasoit Lake, opposite the Training School grounds. This gift, which will be known as the Gerrish Grove, is a tract of land bordering on the lake for 2,300 feet. It is covered with beautiful white pines and deciduous trees, is easy to reach by boat from the Training School boathouse, and adds greatly to the beauty and value of the School's property. It will be useful for camping and athletic purposes, and when the lake is bridged at the narrows, will be available for buildings and other School uses.

Laboratories

The School possesses three laboratories: The oldest, a laboratory for the study of physiological physics and chemistry, gives special attention to the study of chemistry of digestion and the mechanics of the body. Considerable equipment has been added to this laboratory during the past year, thus providing for a larger number of students and more extended experimental work.

The physiological laboratory, for the study of physiology of exercise, is equipped with ergographs, sphygmographs, sphygmomanometers, pneumographs, etc. Progress has been made in the study of blood pressure and the effects of fatigue.

The histological laboratory has been recently reëquipped through the gift of Mr. F. M. Kirby and in the future will be known as the F. M. Kirby Histological Laboratory. This laboratory is supplied with microscopes for the study of physiological structure and a micro-projection apparatus which enables the entire class to do work in common.

THE F. M. KIRBY HISTOLOGICAL LABORATORY

Libraries

The library has become one of the most important features of the life of the School. No other department of the institution has increased more rapidly during recent years. The general library contains 8,400 bound volumes and upwards of 20,000 pamphlets and magazines bearing upon the subjects taught in the institution.

The institution also possesses the Gulick Collection on Physical Training, which is being added to from year to year. This is one

Chemical Laboratory

of the choicest collections of works on physical training in English, and furnishes opportunity for original work.

The reference library is open to the students at all times, and the lending section from 8 a.m. to 6 p.m. The reading room, always open, has on file six dailies, eighteen weeklies, sixty-five monthlies, and nine quarterlies.

The general library is supported by income from "The Mary R. Searle Memorial Fund," and from current gifts of alumni, students and friends.

The Springfield Public Library of 187,000 volumes, one of the great circulating libraries of the country, is at the service of the students without expense.

Normal Practice

The School is located in the Connecticut Valley in one of the most beautiful American cities, in close touch with some of the leading educational institutions of the East.

Sample Playground Supervised by Students

In no part of the world are there so many highly developed Young Men's Christian Associations as in the eastern section of the United States. The proximity of New York City with its varied work for young men, international, state and local, furnishes an opportunity to see all forms of Association activity in operation. The annual tour by the Senior class, and the frequent visits of Association leaders, bring the student during the three years of his course into vital touch with the most aggressive

phases of the Association movement. The New England Secretaries' Conference meets frequently in Springfield, and opportunities occur each year for attending conventions. The churches of Springfield gladly welcome the services of the students in Bible teaching, and in various forms of Christian work. The summer conferences at Northfield are within easy reach to students.

The Training School is carrying on a more extensive religious work than is done by many a large Association. The past year

Sunday School Athletic Association

some sixty students have been engaged in teaching Bible classes, classes in mission study, religious history, life problems, personal hygiene, etc. The glee club, which numbers over twenty students, under the direction of Professor Hyde, has prepared itself to render sacred music, and takes charge of Sunday evening services in the churches several times each month during the winter.

The Sunday School Athletic League of Springfield, enrolling over 500 boys, is almost entirely under the direction of students.

Students also have charge of the athletic teams representing the different grammar schools of the city. Athletic clubs in connection with some of the churches also employ students as directors. These various activities afford excellent opportunities for the development of executive leadership in the students thus engaged, as well as giving them practice in coaching and officiating.

This kind of work, however, is not confined to the city of Springfield. Every year calls come from athletic organizations of

STUDENT COACHES OF SOCCER TEAMS IN SUNDAY SCHOOL ATHLETIC LEAGUE

surrounding cities for coaches, officials, and gymnastic teachers. Many of these are paid positions. This phase of the normal work has grown very rapidly during the past few years. The coaches and officials furnished for Rugby football the past season number thirty-five, with a corresponding number for Association football, basket ball, baseball, and track.

One of the most attractive opportunities for normal practice is in connection with the Springfield high school, which enrols 600 boys between the ages of 15 and 19.

The Springfield boys' club for street boys is another opportunity. The playground associations of Springfield and other cities employ a considerable number of students during the summer. The Student Young Men's Christian Association at the School through its various committees carries on a large variety of activities—spiritual, social, intellectual, and physical.

The International Training School stands for the most thorough practical as well as theoretical training. The opportunities

Springfield Building

for participating in the various phases of work for young men and boys are abundant. In the city of Springfield with a population of over 85,000 people, a strong Association work has been developed on the metropolitan basis. The organization includes a Central Branch, two Railroad Branches, and two Student Associations. The Central Branch is located in the heart of the city, in a modern building, and has 1,200 members. The work is developed symmetrically. Special mention should be made here of the boys' department, with 350 members; and the newly or-

ganized industrial department, which is reaching large numbers of men.

The Springfield Railroad Branch has a $20,000 building. Its work is among 1,000 railway men employed in the three lines which pass through the city. An excellent opportunity is here afforded the students to participate in a modern, progressive railroad department. This railroad branch has the honor of being the oldest in New England, and was the first to provide rest rooms for railroad men. The new building is equipped with three Brunswick bowling alleys, two pool tables, four needle and shower baths, twenty-eight separate furnished rooms, ten rest

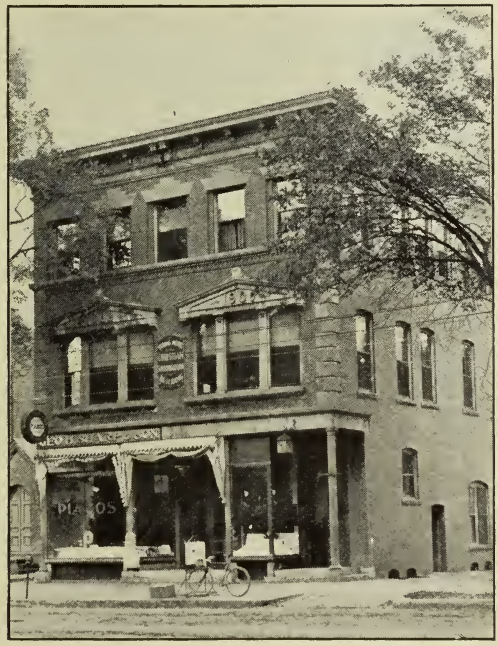
Holyoke Building

rooms, also reading room, social and educational rooms, assembly hall, kitchen, parlor, and secretary's office. Students fitting for the railroad secretaryship will be placed under the direction of Mr. O. A. Eberhardt for their normal work.

The West Side Railroad Branch, occupying five discarded passenger coaches in the railroad yards, is on the west side of the Connecticut River; and here a well-developed work is conducted without adequate equipment. Rented rooms on the main street are used for social work. This branch is considered an important factor in this growing railroad community.

The students of the Training School are organized as a Student Association and officially connected with the brotherhood. The students of the International College are also organized as a branch of the Association, and a most effective religious work is being done.

The Holyoke Association has one of the finest buildings and gymnasiums in Western Massachusetts, and has a membership of



Westfield Building

1,100. Large educational and Bible study work is maintained, and Sunday meetings are carried on on a strictly evangelistic basis. The boys' department maintains a secretary, the most modern methods being employed. This was one of the first departments to organize a shop Bible class among boys. Seventy-five men serve on committees. Aggressive work is being conducted for men in the mills and factories.

The Westfield Association was organized in 1888, incorporated in 1891, built a three-story brick building, at a cost of $25,000, in 1900, and added a $5,000 gymnasium and bowling alleys in 1902. The present membership is 250. The regular Association features are well represented. The gymnasium work includes special classes for business and professional men and clerks. A successful graded boys' work is being carried on. The educational work for men includes practical courses in steam engineering and drawing. To add to the social life a pool table has been installed.

Religious Life

The students and faculty, through prayer meetings, chapel exercises, and the study of the Bible, strive to maintain an earnest religious life in the institution. The week of prayer for young men in November, and the day of prayer for colleges are observed. Speakers of special power in inspiring students are invited from time to time to visit the School. There is a spirit of mutual helpfulness and brotherliness among the young men which is a means of real religious training. There are many opportunities for Christian work in Springfield, and one member of the faculty, Dr. Seerley, gives special supervision to these activities.

Silver Bay

The Training School holds an intimate relation to the Summer Training Institute at Silver Bay. The School is represented on the Lake George Committee by George A. Warburton of New York City, W. W. Fry of Pittsburg, and L. L. Doggett of Springfield. Dr. Doggett has been principal of the Institute since its organization in 1903. The past year Mr. Berry, Mr. Cooper, Mr. Cheney and Dr. Seerley gave instruction during all or a part of the month of August. Students from the Institute who desire a more extensive course of preparation will receive recognition at the Training School for the work which they have done at Silver Bay. Study at Silver Bay does not shorten the length of residence at the Training School, but enables the students to master some subjects more easily, or to devote more time to other branches.

The Association Seminar and Springfield Student

This publication aims to express both the work of the Training School and the life of the students, one section of the paper being administered by the faculty, and the other section by the Student Association. The student section of the paper is decribed on page

The Association Seminar aims to give an independent, up-to-date, scientific treatment of the problems of young manhood—spiritual, social, intellectual and physical. It publishes the original work which is being done by faculty and students. Problems of interest and importance in the Association are considered from the educational standpoint—such contributions regarding Association events, outlook, policy, and problems as would naturally come from an educational center.

The subscription price is $1.00. The editor-in-chief is Dr. F. N. Seerley, who is assisted by other members of the faculty. The business manager is Miss Isabel A. Richardson.

SECRETARIAL COURSE

JUNIOR	FALL	Old Testament 5	Physiol'gy 5	English 5	English Literature 4	Gymnas'm Field 10
	WINTER	"	"	"	"	"
	SPRING	"	"	"	"	"
MIDDLE	FALL	New Testament 5	Psychol-ogy 5	*Philoso-phy 5	As'n Book-keep'g and Commerc'l Law	"
	WINTER	"	"	Ethics 5	Normal Work	"
	SPRING	"	"	*Munici-pal Sociology 5	Physical Departm't Methods 5	"
SENIOR	FALL	Church History 5	Eco-nomics 5	Associat'n Methods 5	Religious Pedagogy 5	Theses
	WINTER	"	Sociology 5	"	Associat'n History 5	"
	SPRING	"	"	"	"	Normal Work

PHYSICAL COURSE

JUNIOR	FALL	Old Testament 5	History of Phys. Tr. 5	Anatomy 5	English 5	Gymnas'm and Field 10
	WINTER	"	School and Play-ground Methods 5	"	"	"
	SPRING	"	Ph. Physics and Chemistry 5	Histology 10	"	"
MIDDLE	FALL	Massage and First Aid 5	New Testament 5	Psychol-ogy 5	Physiol'gy 5	"
	WINTER	Hygiene 5	"	"	"	"
	SPRING	"	"	"	"	"
SENIOR	FALL	Church History 5	Diag. and Prescrip-tion 5	Religious Pedagogy 5	Theses	"
	WINTER	"	Phy. of Ex. 5	Associat'n History 5	"	"
	SPRING	"	Physical Dept. Methods 5	"	Anthro-pometry 5	"

Figures indicate number of hours per week.
*Will be taught in 1910-11.

The Curriculum

While the Training School offers two courses of study,—the secretarial and the physical,—there is a group of fundamental subjects common to both courses, which for convenience is here presented under the title of the General Course. This course embraces studies which underlie the work of an Association officer. Based upon the General Course are the two technical courses, which give a knowledge and training for the particular department of work which the student expects to enter. It will be noted that all the subjects in the General Course contribute to a religious education and to the preparation for social service.

General Course

FACULTY.

L. L. DOGGETT, President; *Association History, Religious Pedagogy.*
F. N. SEERLEY; *Psychology, and Personal Work.*
H. M. BURR; *Christian History, Sociology.*
W. G. BALLANTINE; *The Bible.*
F. S. HYDE; *English, Music.*

The General Course, which forms the foundation of the curriculum, seeks to fit students to be leaders in social and religious work. It seeks to train each student to become a leader in religious education, to be helpful to individuals in their Christian experiences, and to teach the Bible. It aims to acquaint the student with the Young Men's Christian Association and its field. It also seeks to broaden his intellectual horizon, to promote mental discipline, to acquaint him with modern thought, and to familiarize him with the problems which a leader in Christian work will meet in practical life. This course covers Bible study, Christian history, psychology, religious pedagogy, the history of the Young Men's Christian Association, and a study of English. All students in the Junior and Middle years receive instruction in gymnastics and athletics, described on pages 77 and 79. All students also take the course in physical department methods described on page 81.

1. The Bible

(Dr. Ballantine, Junior and Middle years, five hours per week.) An essential of spiritual leadership is a knowledge of the Scriptures. This is fundamental in the preparation for any position in the Association. It

is the aim of the institution that every student who enters its ranks shall gain a knowledge of the Bible, and it is believed that the course here offered will prove attractive, not only to men who are preparing, but to men already in the service who may desire more extended Bible study. Two years are devoted to a study of the text, one being given to the Old Testament and one to the New Testament. The student is expected to read each book in accordance with the directions of the instructor, to recite upon its facts and ideas in the classroom, and to take notes of familiar lectures upon it. There are no formal lectures upon biblical introduction and theology, but the topics commonly treated under those heads are incidentally brought to the student's attention while he is engaged upon the several books inductively. By the method used, the student gains from his own investigations a direct and comprehensive knowledge of each book in the Bible and of each Testament as a whole. The main outline of the progress of Hebrew civilization and history, and of divine revelation, is fixed in his mind. He attains a knowledge not of proof texts, but of connected series of events and inspired arguments and chains of thought. In the unity of a total impression, the strength of every part is assured.

In this way not only are the contents of the Scriptures mastered, but the mind is stored with material for gospel addresses and Bible study courses, and the inner spiritual life is quickened through the truth. It will be readily seen that this instruction does not aim to give courses that can be reproduced in the local Associations, but to give a comprehensive study of the entire body of the Scriptures, which will enable the student to lay out courses himself as may be necessary and equip him to be a teacher of the Bible. The attention of students desiring to fit themselves for instructors in the English Bible in colleges and schools is called to this course. It is believed to be unsurpassed in the thorough mastery it gives of the contents of the Scriptures.

Arrangements are being made the coming year for a series of lectures on the Bible, particularly from the devotional point of view, which will be calculated to quicken the spiritual lives of the students.

2. The Training Class

(Dr. Seerley, Middle year, one hour per week.) This class has an intimate relation to the practical Christian work of the students. During the Middle year, a study is made of the interviews of Jesus. The great questions of regeneration and the use of the Bible with inquirers form the chief subject of this study. This course accompanies the study of psychology, and is a study of the laws of mind as used by Jesus in His dealing with men.

3. Religious Pedagogy

(Dr. Doggett, Senior year, fall term, five hours per week.) This is a course of study devoted to religious education. The recent literature of this subject by such writers as Coe, King, and Starbuck is reviewed by

different members of the class. The subject of religious education is approached from the psychological point of view.

The course seeks to familiarize each student with the problems of religious education during the period of adolescence from 14 to 25 years of age. A study is also made of the best methods for accomplishing this. Every Association officer in a broad sense is a religious educator, and religious education is considered from the point of view of growth and development. This is based on the broad conception that religious education should comprise not only a knowledge of the Bible but of the history of Christian movements, and the needs and duties of the present times. Normal methods for training the student to lead young men to such religious knowledge are carefully studied. Each student is expected to teach a Bible class, or to have had a sufficient experience in Bible teaching. Students visit and report upon the Bible class work done in the city of Springfield, and also observe from a pedagogical point of view the work done in the public schools from the kindergarten up through the various grades. Each student teaches a Bible class or a class in some form of religious education and is criticised by the instructor. Each student is also required to prepare a proposed curriculum of religious education covering the years 14 to 25.

The text books used are "Psychological Principles of Education" by Prof. H. H. Horne, and "Froebel's Educational Laws" by Prof. James L. Hughes.

4. History of Religion

(Professor Burr, Senior year, five hours per week.)

(1) *Comparative Study of the Great Religions of the World.* (Fall term.) This course furnishes an historic background for the study of the history of Christianity, and a preparation for the study of modern missions. Text book: "History of Religions," Menzies.

(2) *History of Christianity to the Time of the Reformation.* (Winter term.) The emphasis is placed on the development of Christian civilization, and on the constant elements of religious thought and experience. Text book: Fisher's "History of Christianity."

(3) *History of Christianity to the Present Time.* (Spring term.) A comparative study of modern denominations is made by the class, and leading ministers are invited to outline the principles, ideals, and achievements of their own denominations. In practice this has contributed greatly to the development of an interdenominational spirit. Text books: Fisher's "History of Christianity"; "Christianity and the Social Crisis," Rauschenbusch.

The work is carried on by lectures, carefully prepared courses of reading, and text books for special periods and topics. Special emphasis is laid on the courses of reading and topical study, so that the student becomes familiar with the masterpieces of historical literature. Recent additions to the department of history in the School library facilitate the work of this department.

5. Association History and Literature

(Dr. Doggett, Senior year, winter and spring terms, five hours per week.) The aim of this course is to acquaint all students with the history and development of Christian work among young men. A study is made of the early efforts in the Protestant Church, both in England and the United States, on the part of Christian young men to associate themselves together for religious work. Careful attention is given to the forces in the church, and the conditions of social life which made such a movement necessary. The Association is studied, not as a local or national but as a world-wide endeavor. In the first period, 1844 to 1855, especial attention is given to the London work and its formative influence. In the second period, 1855 to 1878, recognition of the leadership of the American work requires especial attention to the movement on this continent. In the third period, 1878 to the present time, more attention is given to the spread of the movement throughout the world. This course studies the development of the Association, its organization and polity, its literature, and the fixed principles which govern its operation and its relation to the church.

Students are expected to read and review the more important works which the leaders of the Young Men's Christian Association have produced.

Text books: "A History of the Young Men's Christian Association," Vol. I., by L. L. Doggett, and "The Life of Robert R. McBurney," same author.

6. Psychology

(Dr. Seerley, Middle year, three terms, four hours per week.) This course occupies a full year, and is taken by all Middlers. The human mind is complex, and the aim is to study it from many viewpoints, keeping constantly in mind the work for which the student is preparing.

(1) *Physiological Psychology.* The course opens with a study of the nervous system. The brains of animals are dissected so the student may become acquainted with every part, and also demonstrate their relations. Sections of the entire human brain are available which have proven very helpful in studying the gross structure. The microscopes and micro-projection apparatus enable the student to study the minute structure of every part as revealed in the many variously prepared and stained microscopic slides of the central nervous system. This is followed by a study of the special senses, their rise and development, their structure, their function, and their localized culture in the central nervous system. A large number of laboratory experiments fix the range of each special sense, as well as call attention to the many illusions which are liable to occur. The modern theory of localization of brain centers receives careful attention, with the latest applications.

(2) *Genetic Psychology.* This is a course in the psychology of the child with special reference to the laws of mental development. The semi-

nary method is largely used, and each student is assigned individual work which is later presented to the class. This gives him the practice of searching for information from original sources, and teaches him the method of presenting scientific data. The distribution of the subjects is largely governed by the work for which each man is being prepared. If he is to become a boys' secretary, such topics are assigned as will make him best acquainted with boy life. This is also true of students who are to become physical directors and general secretaries.

The human instincts receive careful attention under this head. A few are named to show the value of the work, but not to indicate the scope of it. Each is studied as to the genesis in the animal world, relation to the struggle for existence, modifications as the scale of life is ascended, value in the development of manhood if properly used, and danger if improperly developed or left undeveloped; fear, the fighting instinct, anger, plays, hunting, the gang instinct, sex instinct, hero worship, imitation, the parental instinct, and others.

Under the head of the sex instinct, the subject of "personal purity" from the psychological standpoint is carefully considered, and each student learns to present this subject to an audience of men or boys, as well as how to deal with the individual who has become addicted to unfortunate habits.

Heredity and degeneracy are also given an important place in this study. Attention is given to the introduction of disease, the use of alcoholic stimulants, the lack of proper food, etc., with their effects upon the child. An attempt is made to trace the dominating characteristics of the boy during the different periods of his development, so that treatment of him may be intelligent and helpful at all times.

(3) *General Psychology.* Only a little attention is given to this phase of the subject on account of the wide range of literature treating it. An outline is studied so as to make everyone intelligent as to the most recent conclusions regarding the relationships between intellect, sensibility, and will, and their various subdivisions. A little time is given to a discussion of some of the more complex mental processes. These include memory, imagination, judgment, thought, and reasoning.

(4) *Psychic Phenomena—the laws of psychotherapy.* During the last few years much public interest has developed along the lines of mental therapeutics, and various systems have claimed attention. It is believed that the laws underlying such results should be thoroughly known by leaders in Christian work, because of the need of such treatment in so many cases, and for that reason such a course is offered. It will include a study of suggestion, sleep, hypnosis, double or alternating personality, dreams, hallucinations, illusions, etc. An endeavor is also made to differentiate between the various systems of healings.

(5) *Psychology of the Religious Nature.* As the individual evolves from the lower to the higher, as the race has developed from savagery to civilization, so our course will find its completion in a study of the highest aspect of human nature. This religious being is the complex of

all that makes the man. His hunger for God is built upon the primitive hunger for food. The normal expression of his life in Christian service is likewise the outgrowth of the desire to reproduce. Thus will be summed up all of the factors making up the man, and the necessary treatment during each epoch in his development, to make him complete in every way.

7. English and Rhetoric

(Professor Hyde, Junior year, five hours per week.) The efforts of the class are directed to the use of a large vocabulary in spoken discourse, and to all that makes for correctness as to order, arrangement, and style in the most useful kinds of writing. Attention is given to the sentence, the paragraph, and to readiness in literary expression. Short sketches of events which have come under the writer's observation are frequent; the student is habituated to write under pressure, to revise carefully, and to speak upon subjects upon which he is interested. Habits looking both to expressive speaking and to the use of good language generally are discussed. Besides a text book standard authors are read somewhat critically with a view to composition, and room is made for the study of logic and for practice in debate.

8. Music

Under the direction of Professor Hyde elective courses in music, vocal expression, and public speaking are arranged. The past year a glee club and mandolin club have been carried on, and classes have been conducted in the use of the voice for public speaking.

The glee club, consisting of about twenty members, prepares itself for giving concerts, and for assisting at the public services of the churches. A mandolin and guitar club is a component part of the glee club, and there is also a quartet formed from the glee club. A class in training the voice, for reading and speaking, is formed from the two upper classes for work during the winter term.

9. Conventions and Lectures

(1) *Conventions.* The School aims, through conventions and conferences, to bring the students into touch with the current affairs of the Association. The state conventions of Massachusetts and Connecticut are frequently attended by delegations from the students, and delegations sometimes attend the New York state convention.

During February the New England Secretaries' Conference usually holds its session for three days in Springfield. This conference brings together the employed officers of the six New England states. An excellent opportunity is thus provided to become acquainted with present-day Association affairs.

(2) *Lectures.* One of the most helpful means of keeping in touch with the active work of the Association is found in the lectures and addresses which from time to time are given by Association leaders and others. In addition to the lectures in connection with the Seminars and the courses in Methods, the following, among others, have been delivered the past year:

E. W. Hearne, Boston, Mass.; "State Work in Massachusetts."
Dr. George W. Tupper, Boston, Mass.; "Work Among 'New Americans.'"
Peter Roberts, New York City; "Work Among 'New Americans.'"
Professor Edward A. Steiner, Grinnell, Iowa; "A Study of the Immigrant in His European Home."
George C. Hubert, Holyoke, Mass.; "Enlisting the Confidence and Coöperation of Catholic Young Men."
J. T. Bowne, Springfield, Mass.; "Life in Mexico."
Dr. Myron T. Scudder, New Brunswick, N. J.; "The Rural Problem."
Dr. Josiah Strong, New York City; "The Challenge of the City."
Wm. Knowles Cooper, Washington D. C.; "The Association at Washington."
Miss Dayse Walker, Colored Young Women's Home, Indiana.
J. R. Voris, New York City; "The Streets of New York."
Walter M. Wood, Philadelphia, Pa.; "Present Tendencies in the Young Men's Christian Association."
Dr. Lyman Abbott, New York City; "The Gospel Message Under Modern Conditions."
Dr. E. T. Devine, New York City; "Social Service."
A. G. Bookwalter, Boston, Mass.; "Industrial Education."
H. B. Hulbert, Springfield, Mass.; "Association Work in Korea."
Kenneth Robbie, Springfield, Mass.; "Young Men's Christian Association in Springfield."
Dr. James Naismith, Lawrence, Kansas; "University of Kansas."
Donald North, Springfield, Mass.; "Springfield Boys' Club."
Rev. Franklin D. Elmer, Winsted, Conn.; "Modern Methods of Religious Education in the Sunday School."

10. Graduate Work.

Graduates of the School, or those having done equivalent work elsewhere, will be allowed to pursue advanced work under one of the instructors. The course must be laid out at the beginning of the year by the president and approved by the faculty. It will involve a major theme with two minor allied courses. The aim shall be to do work of an original character. This work shall be embodied in a thesis, two copies of which, bound in cloth, must be presented to the School. By vote of the faculty, graduates of the Training School who have a Bachelor's degree, either in humanics or in physical education, who complete a one year's graduate course, and present a thesis which receives a grade not lower than worthy of praise, will be recommended to the trustees as candidates for a Master's degree.

Technical Courses

Based upon the general course which has just been described, the student takes one of the following courses according as he is preparing to be a secretary or physical director. These courses have been worked out with great care and after long experience, and have been adapted from year to year to meet the growing demands of the Young Men's Christian Association and of physical education.

I. The Secretarial Course

FACULTY.

L. L. DOGGETT, President; *Secretarial Seminar.*
J. T. BOWNE; *Secretarial Methods.*
R. L. CHENEY; *Secretarial Methods.*
F. N. SEERLEY; *Physiology.*
H. M. BURR; *Sociology, Ethics, and Philosophy of Education.*
MRS. CAROLYN D. DOGGETT; *English Literature.*
F. S. HYDE; *English and Rhetoric.*
J. H. MCCURDY; *Physical Department Methods.*
MISS I. A. RICHARDSON; *Association Bookkeeping and Commercial Law.*

Junior Year

1. English Literature

(Mrs. Doggett, three terms, five hours per week.) The work in English and American literature is a study of the great art forms of literature and their relation to the epochs of national life. This will include a study of Chaucer, Shakespeare, Milton, Wordsworth, and Tennyson,—the characteristics of the age in which they lived, and their relation to that age. Among the American writers studied are Cotton Mather, Jonathan Edwards, Daniel Webster, Irving, Emerson, and Hawthorne. This course aims to familiarize the students with the masterpieces of English, and is of great practical value in fitting a secretary for directing the reading of young men and boys.

2. Physiology

(Dr. Seerley, five hours per week.) This course is arranged in recognition of the unity of man's threefold nature, with the conviction that the religion of Jesus Christ is adapted to redeem man in his entirety—body, mind and spirit.

This study begins with a course of lectures, calculated to show man's place in the universe, including the unorganized and organized world, and to put him into relation with these.

A study of the body is then begun with the most simple analysis into trunk, limbs, head, and all that can be readily observed.

This naturally leads to the study of the mechanics of the body. Then, by means of dissection of animals in the laboratory, the different systems making up the body (muscular, osseous, nervous, etc.) and organs associated in forming the apparatuses (circulatory, digestive, respiratory, reproductive, etc.) are discovered.

The student then picks out the muscles and names them, assisted by charts, demonstrations and experiments; the bones, naming and classifying them, aided by the skeleton. Bone, muscle, nerve, etc., are then studied as regards function, structure and relations.

In the same way every organ composing the several apparatuses is minutely studied till a complete analysis results.

The student then collects and combines all the physiological properties possessed by all the tissues, and discovers that the original cell, from which developed this complex structure by the process of differentiation, possessed all these powers.

A study of the growth and development of the body then naturally follows. Careful study is then given to the external and internal conditions which tend to promote health in this complex structure, as well as the best thing to do in case an injury should occur to any part of it. This course also lays a foundation for the study of psychology.

Middle Year

1. Philosophy and Ethics

(Professor Burr, two terms, five hours per week.)

(1) *Outline History of Ethical Thought.* (Fall term.) Special emphasis is placed on the teachings of the Greek philosophers, who furnished the intellectual environment in which Christian philosophy and theology developed, and on the later thinkers who directly influenced Christian thought and life.

Text book: "Student's History of Philosophy" by Rogers.

(2) *Principles of Ethics.* (Winter term.) A study is made of the leading schools of ethical thought, but especially of the development of the moral faculty in the individual and the race, and of the unique elements in the ethics of Jesus.

Outline of Work.

Introduction.

(a) The Method of Ethics.
(b) The Psychological Basis.

Part I. The Moral Ideal.

(a) Hedonism, or the Ethics of Sensibility.
(b) Rationalism, or the Ethics of Reason.
(c) Eudæmonism, or the Ethics of Personality.

Part II. The Moral Life.

(a) The Individual Life.
(b) The Social Life.
(c) Moral Progress.

Part III. Metaphysical Implications of Morality.

(a) The Problem of Freedom.
(b) The Problem of God.
(c) The Problem of Immortality.

Text book: "Principles of Ethics" by Seth.

2. The Problems of a Twentieth Century City

(Professor Burr, one term, five hours per week.) Cities are the strategic points of our modern civilization. In the cities are massed, not merely the most powerful economic and political forces, but also the most powerful ethical and educational forces. So far as we can see, an ever-increasing proportion of our population will live in cities. Hence the problems of the city are, like the poor, likely to be always with us, and we must face them as best we may.

The Young Men's Christian Association is itself a product of city life. It is an organized attempt on the part of the church to meet one of the most pressing needs of city life,—a social center for young men, where all wholesome and educative influences should be massed attractively and effectively.

It is becoming evident that the secretaries and directors of the Association must be sociological experts and that they must be leaders in social service. In studying the lives of young men they will become so perforce. As a matter of fact, they constitute a natural bureau of information as to all the forces and conditions of city life which affect young men. In some of our largest and most effective Associations, the secretaries are becoming recognized as authorities on municipal sociology, both to the benefit of the city and their own work.

In order to meet this growing demand of our work, a term of study is devoted to municipal sociology.

Syllabus of Course in Municipal Sociology:

(1) *Introduction.* The city in its relation to civilization.
(2) *History.* Ancient and medieval cities. Their relation to political, social, and economic progress.
(3) *Growth of Modern Cities.* Causes and consequences of rapid urbanization. Statistics, composition and distribution, or race and occupations.
(4) *Special Problems.*

Administration.

(a) City charters. (b) Relation of city and state. (c) The mayor,—qualifications, term of office, powers. (d) The composition and duties of

the council. (e) The organization and control of departments. (f) Finances,—methods of taxation, appropriations, uniform systems of accounting. (g) The granting of franchises,—duration, resumption. (h) Control of quasi-public corporations, such as the telegraph, telephone, express, gas and electric light, and street railway companies.

Health.

(a) The housing problem,—tenements, overcrowding, plumbing, inspection, model tenements. "Philanthropy and Five Per Cent." (b) Streets,—cleaning, beautifying, regulation of use. (c) Parks, playgrounds, public baths, recreation piers, etc. (d) The control and prevention of disease. The board of health, sanitary police, etc.

Morals.

(a) The prevention and punishment of crime. The organization and control of the police. (b) The liquor traffic and the saloon. License or prohibition? Suppression or substitution? (c) Prostitution,—causes, consequences, methods of suppression or control. (d) Amusements,—theaters, dance halls, circuses, games. Extent of municipal responsibility. (e) Indecent pictures and literature, gambling, etc.

Philanthropy.

(a) Care of dependents,—orphans, paupers, etc. (b) Care of defectives,—idiots, insane, etc. (c) Care of delinquents,—young criminals. Juvenile courts. Reform schools.

Education.

(a) Aim of public education. (b) Courses of study,—nature and extent. (c) Control. Laws. School board and officers. (d) Teachers,—qualifications, character, sex, religious relation, salaries, pensions, etc. (e) School extension,—wider utilization of school buildings, vacation schools, municipal lectures, concerts, etc.

(5) *Municipal Progress and Public Ownership of Public Utilities.*

(6) *Unofficial Agencies for Municipal Betterment.*

(a) The church, especially the institutional church. (b) The Young Men's and Young Women's Christian Associations. (c) University and Social Settlements. (d) Municipal and Civic Leagues.

3. Association Bookkeeping and Commercial Law

(Miss Richardson, six weeks, five hours per week.)

(1) *Association Bookkeeping.* This course presumes a certain proficiency in the principles of ordinary bookkeeping. Students who have not this acquaintance must secure it before entering the Middle year. The aim of this course is to fit the student to keep the books of a Young Men's Christian Association. The loose leaf system, arranged by Mr. L. B. Baker

for local Young Men's Christian Associations, is followed. This system is in operation in the financial office of the Training School. Students not only receive instruction, but each man makes out a complete set of accounts covering a period of one month's activities and makes a financial statement showing the standing of the Association in every department up to date.

(2) *Commercial Law.* The course in Commercial Law is based upon Gano's "Commercial Law." It covers the ordinary laws of banking, and of business transactions, contracts, the sale of property, negotiable instruments, insurance, and the laws governing partnerships and corporations.

Senior Year

1. Social Science

(Professor Burr, three terms, five hours per week.)

(1) *Economics.* (Fall term.) The following subjects will be emphasized by lectures and class discussions:

The Social Elements in Economic Life.

Individualism, Socialism and Mutualism.

The Labor Movement. (a) Organization, (b) wages, (c) conditions, (d) strikes and boycotts, (e) the labor vote.

Modern Capitalism. Commercial, industrial and political power of corporations.

Industrial Arbitration and Conciliation. The movement towards industrial peace.

Money and Banking.

Business Custom and Law.

Social Justice and the New Social Spirit.

Text book: "Principles of Economics," Seligman.

(2) *Sociology.* (Fall and winter terms.) Sociology is the Science of Social Progress.

Social Origins. Social embryology—"First steps in human progress."

(a) Primitive society. (b) Primitive arts and industries. (c) Social evolution and the theory of "recapitulation."

Social Groups. Social anatomy and physiology—The composition and classification of the various social groups.

(a) Genetic groups. (b) Static groups. (c) Purposive groups. (d) Institutions.

Social Forces. Social psychology—"Psychic factors in civilization."

(a) The group mind and the psychology of the crowd. (b) Psychic factors in socialization. (c) The means of social control.

Text books: "Pure Sociology," "Applied Sociology," Ward; "Principles of Sociology," Giddings; "Social Psychology," Ross.

2. Association Methods

(Professors Bowne, Cheney, and Dr. McCurdy, four terms, five hours per week.) The course in Association methods is the result of twenty-three years of experience in testing. It is adapted to teach the student both the science and the art of the secretaryship.

This course is a training in administration. More and more all employed officers of the Young Men's Christian Associations are executives, and in whatever department an Association officer serves he needs to know the principles and the art of administration. He must understand how to do things, and also how to get things done through others. He must know how to deal with men and how to organize a complex variety of activities. One modern Association reports "a list of 176 regular engagements held in the building or directed from it each week." The physical director is also an executive. The course in methods aims to acquaint the student with the principles of administration and with the executive problems of the various departments.

Students wishing to prepare for the secretaryship of railroad Associations will follow this course, and will be assigned work bearing particularly upon the department to which they are to devote their lives. The two railroad Associations of Springfield furnish an opportunity for practical experience. In their normal work students fitting for the railroad secretaryship will report to Mr. O. A. Eberhardt.

Students wishing to fit for the religious work directorship will follow the regular secretarial course, and be assigned special work bearing upon this department, particularly in the preparation of a thesis. The same plan will be followed for men wishing to prepare for any of the various lines of secretarial work.

Students wishing to fit for secretarial work among boys follow the regular secretarial course with some additions from the physical course. All students are trained to deal with boys. The features bearing particularly upon work among boys are more fully outlined on pages 84 to 87.

Students desiring to fit for county work will be given the regular secretarial course, and special lectures and reading for this department.

The instructors in this department are: Professor Bowne, who has given years of study to the problems of administration. Professor Cheney, who has been secretary at Niagara Falls and under whose leadership a modern building was recently erected, will devote the winter and spring terms to instruction in methods. As a part of the year he is financial secretary of the School, he has unusual opportunities while traveling to learn of recent methods of work. Mr. Cheney will give instruction in methods of work in the various departments—religious, educational, etc. He will give lectures regarding the Association home, business management, and the boys' department. Dr. McCurdy, who has had long experience in physical training, gives the instruction in the administration of the physical department.

The work of instruction by these teachers is supplemented by the Senior

trip, the annual New England secretaries' conference, and by normal practice. A large number of lecturers on special topics visit the Training School each year.

(Fall term, Professor Bowne.) During the fall term instruction is given in fundamental principles, Association organization, and the office and work of a general secretary.

(1) *The Field and Its Limit.* The work, why needed. A definite work by and for young men. The aim distinctively religious. Relation to the church. Relation to other religious societies.

(2) *The Organization.* When and how to organize. The constitution. Branches and sub-organizations. The directors and officers.

(3) *The General Secretary.* His relation to churches and pastors, to officers, directors and committees, to other employees, to the business community, to his fellow secretaries. Accepting a call. Beginning work. Correspondence. System. Statistics. Studying human nature. Dress. Conversation. Economy. Health. Growth,—spiritually, intellectually, and socially. Securing and training employed officers,—demand and supply, methods of training.

(4) *The American International Work.* Organization. The field. The work,—supervision and extension, correspondence, publication, securing and training employed officers, aid to building enterprises, aid in securing funds, aid to state and other conventions, help in disaster. Secretaries of the committee. International finances. International conventions. Work among young men in foreign lands,—policy, relationship, methods.

(5) *The World's Alliance.* Organization and work.

(Spring and winter terms, Professor Cheney.)

(1) *The Membership.* Classes. How to secure members. The membership committee. How to retain members. Development of active members. The associate membership and its relations.

(2) *The Religious Department.* The Bible in Association work: Individual study,—objects, methods and helps; class study,—a Bible class indispensable, relation of the general secretary, beginners', advanced and training classes, true place and appliances, the teacher, the class, the topics, preparing the lesson, teaching the lesson. Personal evangelism,—the evangelistic meeting, other meetings at the buildings; meetings outside the buildings—in shops, etc.; foreign missions to young men; distribution of religious reading matter; the invitation committee.

(3) *The Educational Department.* The reading room,—furniture, supervision, papers and periodicals. The library,—its importance and place in the Association, how to develop, apartments and furniture, management, selecting and buying books, classification, cataloguing, shelf listing, binding and repairing, advertising, registration and charging, reference books, courses of reading, aids to readers. Educational classes,—the need,

branches taught, adaptation, thoroughness, frequency of sessions, instructors, classrooms, examinations. Literary societies, etc.,—value, various forms of organization and work, how supervised. Lectures and talks,—the use and abuse of lectures, home talent, practical talks. The educational director,—qualifications, work and relationships.

(4) *The Social Department.* The social life. The reception committee. The social rooms. Social entertainments.

(5) *The Economic Department.* One of the largest forms of social service in the Young Men's Christian Association is through its activities which minister to the economic needs of young men. This welfare work has existed from the very beginning, but in recent years it has been systematized and is now carried on on a large scale. The most important phase is the employment department. Springfield has one of the five largest employment departments among the Associations of this country. It is one of the great opportunities to serve young men. Care of the dormitories and the work for the dormitory members is an important feature. Boarding house registers, relief for destitute young men, visiting the sick, savings bureaus, benefit funds, and mutual societies for thrift are considered.

(6) *Social Service.* A series of studies will be made of the opportunities before the Association for social service,—the industrial Association, work for the industrial classes, and for the immigrant. Social service will be treated under three heads:

(a) *Education.* This will take up the training of the membership for social service.

(b) *Coöperation.* Here the relation to existing agencies and how to use them will be considered.

(c) Under this head will be treated the various forms of social service into which the Young Men's Christian Association may properly enter, and the best ways of promoting these causes.

(7) *The Association Home.* Advantages of owning a building, location, arrangement, construction, equipment. The care of the home,—repairs and safety, order and cleanliness. How to get a building,—preparatory work, the canvass, cautions. The building movement,—its beginning and growth.

(8) *The Business Management.* Current finances,—the annual budget, income, solicitation, collection and disbursement, financial accounting. Real estate and endowment funds,—incorporation, trustees, endowment, debt, taxes, insurance, leases. Records and advertising,—recording statistics, anniversaries, parlor conferences, printed matter, the bulletin, annual reports.

(9) *The Boys' Department.* This has become one of the largest phases of effort in the Young Men's Christian Association. In some Associations like the suburban it is the most important of all, and all Association officers, no matter in what department, ought to be trained to deal with boys.

From their outside condition, boys are grouped into three classes; student boys, employed boys, and street boys. This course takes up a study of how the Association may most effectively reach and uplift these various classes of boys. Necessity, aim and benefit. Organization and relationships. Different classes of boys. Supervision. Methods and agencies,—religious, educational, physical, and social.

(10) *The Work among Special Classes.* College students,—organization, methods, outgrowths. Railroad men,—aim and benefits. Other industrial classes. Soldiers, sailors, negroes, Indians, etc.

(11) *Women's Work for Young Men.* Organization and methods.

(12) *State and Provincial Work.* The state committee. The state secretary. Headquarters and finances. Supervision,—city, county, railroad, student, etc. Corresponding members. Conventions. Relation of local Association and secretary to the work of supervision and extension.

(13) *Physical Department Methods.* (Dr. McCurdy, see p. 81.) Physical training has become such a large part of the work of the Young Men's Christian Association that it is important that every employed officer should understand its place in a religious education. There is an essential physical basis for moral character. Aim of the department,—health, education, recreation. Conditions under which a physical department should be organized. Scientific equipment and methods,—examination, statistics, prescription of exercise. Practical equipment and methods,—location and arrangement of gymnasium, bath and dressing rooms, outfit, methods. Outdoor work. The physical director. The department committee.

3. Secretarial Seminar

(Dr. Doggett, Professors Burr and Cheney.) The object of this course is to study the habits and lives of young men, to study at first hand the documentary sources of the Young Men's Christian Association, and to learn the art of original investigation. Much of the success of the Young Men's Christian Association of the future will depend upon a scientific study of the habits and lives and characteristics of young men and boys. We need to know what young men are thinking about, how much money they earn, how they earn it and how they spend it, how they spend their leisure time, what is their social life, what is their religious life, how it should find expression, the temptations of young men and boys and how to meet them. A rich, unworked field is presented to the student in the many undeveloped themes in Association history and by its unsolved problems. Another object of the seminar is to fit the secretary to study his field. Many of the theses are sociological studies in Springfield, or investigations which develop the power of observation and research. In the Senior year a thesis is prepared upon a theme agreed upon between the student and one of the instructors. Students are allowed to prepare a thesis with any of the instructors in the School. The theses will be examined by a committee of the faculty consisting of Prof. H. M. Burr,

Dr. J. H. McCurdy, and Dr. L. L. Doggett. Each student will be expected to present his thesis for criticism and discussion at a public meeting of the seminar. Leading Association workers are also invited from time to time to address these gatherings. The appointments for the School year 1908-1909 are as follows:

L. L. Doggett, Springfield, Mass., "Psychotherapy."
J. R. Voris, New York City, two lectures, "The Gospel Message of To-day."
Walter M. Wood, Philadelphia, Pa., "Administrative Problems."
C. F. Powlison, New York City, "Content of the Gospel Message of To-day."

Student Theses:

F. G. White, "Definite Task of Social Service."
C. W. Bingemann, "A Study of the Sunday School Athletic League in Springfield."
G. A. Coe, "The Land Problem."
C. A. Dickinson, "The Effect of Home Environment upon the Street Boy."
L. Mann, "Ideals in Sexual Purity."
Y. Morise, "The Y. M. C. A. in Japan."
H. W. Northcott, "A Study of Conversion."
E. D. Shaw, "Studies of Great Men in the Nineteenth Century."
W. S. Whitbeck, "Classified Bibliography of Railroad Associations—Literature of Reference Value."

Students in the seminar are expected to devote one hour daily during the Senior year to research. The historical and physical libraries available to students make this work of great value. At the beginning of the fall term Dr. Doggett will meet all Seniors for five lectures on methods of original investigation. All secretarial students are expected to attend the meetings of the seminar.

4. Practical Work

Unusual opportunities are offered for practical work, and for getting an inside view of Association management. The Springfield, Holyoke and Westfield Associations, with their beautiful buildings and large memberships, furnish every facility to see and participate in the various phases of Association activity. Through the Student Association, opportunity is afforded for religious work. All students have opportunity for Bible class teaching, for personal evangelism among young men, and for seeing committee work in operation.

All are given practice in using the library, in preparing reports of committees, minutes of meetings, items for newspapers and bulletins, printer's copy and proof reading, and are expected to attend each year at least one Association convention.

In practical work students will be given credit for experience as Association officers. It is expected that a student who graduates from the secretarial course will have:

(1) Experience in bookkeeping and the management of an office. This will include a knowledge of modern office helps—the loose leaf system, etc.

(2) Experience in committee service.

(3) Practice in Bible reading and public speaking.

(4) Experience in membership work and financial solicitation.

Senior Tour. One of the most helpful experiences is a tour, at the close of the winter term of the Senior year, of the Associations at Bridgeport, New Haven, Brooklyn, and New York City. This tour, taken under the direction of members of the faculty, gives an opportunity to study the actual workings of a large number of Associations. It is quite different from a convention where Association topics are discussed. On this tour, by arrangements beforehand with the employed men of the Associations, from one half hour to an hour's interview is held in the office in which the work is carried on. Last year some twenty different Associations and institutions were visited, and conferences were held with fifty different employed men on various phases of Association work. This included twelve directors of Association and college gymnasiums, twelve international and state secretaries, and twenty-six secretaries of city Associations. The class was enabled to see the physical work in the gymnasiums of Yale and Columbia Universities, and one of the New York City schools.

Physical Training. Every secretary is given a thorough course in physical training, which continues through two years. Those who desire are at liberty to take both gymnasium and field work for the Senior year as well. A complete description of this course is given on pages 77 and 79

5. Degrees

The basis of the secretarial course is a study of humanics; that is, the study of human nature—physical, social, intellectual, and spiritual. It gives men a religious education and fits for social and religious service. Students who have fulfilled the requirements for admission described on page 91, who complete the three years' secretarial course, receiving on an average a grade of not less than 80 per cent, and on their theses a grade not lower than worthy of praise, will be recommended to the trustees by the faculty for the degree of Bachelor of Humanics (B. H.).

Students who are not high school graduates, but who have fulfilled the requirements for admission in English, mathematics, and history described on page 91, and who have completed the secretarial course of study and presented a thesis with a grade not lower than satisfactory, will be recommended by the faculty to the trustees for diplomas and will rank as graduates of the Training School.

II. Physical Course

FACULTY.

J. H. McCURDY, *Physiology of Exercise, Director of Gymnastics and Athletics, Football Coach.*
F. N. SEERLEY, *Histology.*
G. B. AFFLECK, *History of Physical Training, Hygiene, Anthropometry, Massage, Playground Administration, Gymnastics, Athletics.*
ELMER BERRY, *Anatomy, Physiology, Physiological Physics and Chemistry, Gymnastics, Athletics, Fencing, Assistant Football Coach.*
D. C. NORTH, *Gymnastics, Athletics, Boxing, Swimming, Association Football.*
A. G. JOHNSON, *Mathematics, Physics and Chemistry, Athletics and Gymnastics, Normal Work, Baseball Coach.*
A. C. HEIMSATH, *Gymnastics, Athletics, Wrestling.*
R. C. CUBBON, *Gymnastics, Athletics.*
L. H. FIELD, *Gymnastics.*
J. H. McCULLOCH, *Gymnastics, Athletics.*
G. R. D. KRAMER, *Gymnastics, Athletics.*
E. H. ANDREWS, *Gymnastics, Athletics.*
F. J. WINTERS, *Gymnastics, Athletics.*
E. C. CUNNINGHAM, *Gymnastics, Boxing.*
L. C. SCHROEDER, *Wrestling.*
C. E. BRIGGS, *Football.*
LAURENCE TAYLOR, *Athletics.*
A. G. ERISMANN, *Gymnastics.*

1. Theory

Object. To furnish "normal Christian physical education" to those preparing to become directors of the physical work of the Young Men's Christian Associations, or of colleges and schools.

The duties of a modern physical director demand that he shall be able to make an intelligent examination of the person who comes to him for advice; that he shall be able to wisely counsel with him in regard to food, clothing, sleep, work, exercise, and, in general, all those topics which are related to "living at one's best"; to put men into the condition of highest vitality and effectiveness in any line, is his first work. He must take into account the intimate relationships existing between body and mind, and must understand their mutual effects. He must be able to make his gymnasium a place of real recreation as well as of body building.

To accomplish these various ends, he must know the body and its laws (anatomy, physiology and hygiene). He must have a detailed knowledge of the effects of exercise upon the body (physiology of exercise). He must know how to get men into the best condition for the performance of any physical effort (training). He must be acquainted with the funda-

mental relations existing between a man's reproductive system and his bodily, mental and spiritual states (personal purity). He should know what to do in case of accidents (first aid to the injured). He must be able to make an intelligent examination of the heart, lungs, and other organs (physical examination). He must know how to measure and test men, and how to study these measurements in groups (anthropometry). He must know how to prescribe exercise for those needing remedial gymnastics sent to him by physicians (prescription of exercise). He must have at his service the experience of those of the past (history, literature, philosophy of physical training). He must be perfectly familiar with all the work which he is to use or teach (gymnastics, athletics, aquatics, games, sports, etc.). He must be familiar with details of the management of the physical department of the institution with which he will probably be connected (physical department of a Young Men's Christian Association). Each student prepares a working bibliography of the subjects in the course. Instruction is given in bibliographical methods.

2. Practice

This course includes, in addition to instruction in the regular physical training branches, a carefully outlined course in normal teaching. The normal practice commences in the Junior year and is continued through the three years for students in the physical course, and through two years for secretarial students. This work is divided into two parts: first, that in the School itself; second, that in the surrounding Associations and clubs. The School normal practice is under the direct supervision of the instructors and occurs daily; for example, the Junior class in marching is divided into two squads with a teacher in charge of each squad. This pedagogical practice occurs daily in addition to the course of lectures on gymnastic pedagogy. A recitation course in gymnastic nomenclature and athletic rules is given in connection with each year's floor and field work.

The normal practice outside the School divides itself into three heads: First, those who are physical directors or assistants. Seventeen men are this year receiving this practice, and in addition are earning the whole or a part of their expenses. Second, those who are regular coaches in football, basket ball and hockey. In addition to this, practice is given in officiating at games, such as football, basket ball, etc.

The aim is to qualify students as *teachers* of gymnastics, athletics, and aquatics. A minimum of time will thus be spent in practice of mere feats of strength or skill in any of these branches. Emphasis is placed on the enthusiastic pushing of those exercises which are of chief value to the average man in the Associations. Muscular strength and coördination are to be developed only so far as they increase vitality.

Every subject throughout the course is studied and practiced from the standpoint of its usefulness as a physical or moral agent in the peculiar conditions obtaining in the Young Men's Christian Associations. Class

rather than individual work, accordingly, is emphasized, and the elements of recreation and moral discipline are striven for. The work done in the Associations is rapidly evolving. The aim is to fit the student for the new movement rather than for the old. The progression in gymnastics, athletics, and aquatics will be as rapid as is consistent with thoroughness.

The fall course in athletics consists of events which can be done on any level field with little expense for the preparation of the grounds. It is believed many Associations refrain from taking up athletics because they do not know of the excellent sports which require little apparatus.

This course includes field evolution with calisthenics, hare and hound chases, cross country runs and football—both Soccer and Rugby.

The spring athletic course takes up track and field events. Each student is taught the standard events and the best methods of coaching for each.

The track events which are emphasized are the 100, 220, 440, 880-yard dash, the mile run and hurdling. The field events are pole vaulting, high jumping, broad jumping, shot putting, and hammer throwing. Instruction is given during the spring in baseball.

Physical instruction indoors progresses along the following lines: Class evolutions, calisthenics, games, apparatus exercises, and indoor athletics.

In class evolutions, the marching system by Cornell and Berry forms the basis for work.

Calisthenics are taught, first, by giving the principal positions derived from the fundamental standing position; and second, by standard drills with dumb-bells, wands, bar-bells, and Indian clubs.

In games, basket ball and volley ball receive due attention; also such gymnastic games as circle ball, three deep, hand wrestling, Indian wrestling, etc.

In apparatus exercises, instruction is given on the horizontal bar, parallel bars, German horse, buck, traveling rings, and pulley weights.

3. Electives

Each student must sometime during his three years' course present three credits for graduation in 'varsity sport or in defensive exercises.

Membership on a 'varsity team for one season, or one course in boxing, wrestling or fencing with a passing grade, represents one credit.

If desired all three credits may be earned in the same event. Seniors will have the first opportunity to elect fencing, wrestling and boxing.

Fencing, 10 weeks, 20 lessons, Professor Berry.

Wrestling, 10 weeks, 20 lessons, Messrs. Schroeder and Cunningham.

Boxing, 10 weeks, following the wrestling course, Mr. North.

During the indoor season men may be excused from class practice one day per week for playing on a school team, or if they are doing an equivalent amount of normal practice, provided they have a gymnastic grade satisfactory to their instructor.

Beginning January 4, men in the Middle and Senior years, who have low gymnastic grades will be required to elect an additional practice period per week.

Men desiring advance credits in athletics during the spring term may elect the athletic class during the winter term.

Location. There is no part of the country where athletics are more fostered, where the college athletic teams are better trained, or where the local Young Men's Christian Associations are more vigorous in their physical work than in New England.

The students visit the majority of the following named first-class gymnasiums during their course. The *Association Gymnasiums* at Worcester, Boston, Cambridge, Holyoke, Hartford, New York—23d Street, West Side, Harlem, Brooklyn. *College Gymnasiums*—Harvard, Amherst, Yale, Columbia, College of the City of New York. *Athletic Clubs*—Boston Athletic Club, New York Athletic Club. *Schools of Gymnastics*—Boston Normal, Harvard, New Haven Normal School.

Nowhere else in the country could this valuable experience be gained with so little expenditure of time and money.

The fine gymnasium of the local Association affords illustration of a model work. A well-organized course in physical training is conducted in the Springfield public schools.

The location of the School upon Massasoit Lake furnishes an excellent opportunity for training in aquatics. The School possesses a good fleet of boats for this purpose.

The rise of the playground movement and the increased demands in recent years for physical directors for schools and colleges has led to the addition of an entire term in methods devoted to these departments. As the playground work comes largely in the summer time many of the students are enabled to secure appointments for the vacation season.

Junior Year

1. History and Literature of Physical Training

(Professor Affleck, fall term, five hours per week.)

This course aims to give familiarity with bibliographical methods, and with the literature bearing on the history of physical training, together with a working knowledge of library economy, and facility in the use of the various sources of information offered by the library. Special attention is given to professionally technical magazines. From assigned collateral reading, each student is required to make frequent reports upon special themes relative to the development, nature, influence, etc., of the various historical types of physical training.

(1) *Ancient Period.* Egyptian, Jewish, Greek and Roman. Funeral games, periodic games, special attention to Olympic. Prize and honor system, rise and influence of professionalism on Greek games. Motives

and place of Greek physical training. Public and gladiatorial games of Rome, amphitheaters and circuses, baths, etc. Physical life among Romans.

(2) *Medieval Period.* Attitude of church towards the body. Divorce between natural and spiritual. Relationship of feudalism, rise and characteristics of chivalry. Knightly tournaments.

(3) *Modern Period.* The renaissance, opinions and influence of writings of Mecurialis, Rabelais, Montaigne, Luther, Locke, Rousseau. Work and influence of Basedow, Pestalozzi, Mulcaster, GutsMuths, Salzmann, Nachtegall, etc., with special attention to Jahn and Ling and their successors. History and type of physical exercise in England—athletics of English schools and colleges. Revival of Olympic games. Origin of important games, e.g. football, tennis, golf, cricket. etc.

(4) *The American Movement.* Early interest at Round Hill, Harvard, Yale. Manual training movement in educational institutions. Revival of popular interest led by Dio Lewis, Beecher and others. Origin, development and types of physical training in colleges and universities. History and influence of the various normal training schools. Summer schools, conferences. Important organized and administrative bodies. American Physical Education Association and its sections. North American Turnerbund, Amateur Athletic Union, Intercollegiate Association of United States, Athletic League of North America, Y. M. C. A. Physical Directors' Society. Special attention to growth and present features of Y. M. C. A. and International Committee physical department. Work and influence of prominent leaders—Dio Lewis, Dr. Hitchcock, Dr. Sargent, Dr. Seaver, R. J. Roberts, E. M. Hartwell, William Wood, Dr. Gulick, and others. Publications, *American Physical Education Review, Triangle* and *Physical Education, Physical Training, Mind and Body,* etc.

2. Playground Methods

(Professor Affleck, winter term, five hours per week. In this course consideration is given to the following:

(1) *History.* Attitude of educational reformers to play, introduction and patronage of European play spaces, marvelous growth of the movement in America, features in chief centers.

(2) *Philosophy.* Place of play in education and life. Conditions created by city life, needs of children in schools, in densely populated districts, and in rural communities.

(3) *Organizations.* Various types of agencies promoting or fostering the idea, with special reference to National Playground Association. Methods employed. Literature, lectures, plans, supervisors.

(4) *Supervision.* Agencies now actually exercising supervision over work being done. Voluntary, educational, municipal, different combinations of these.

(5) *Equipment.* Detailed specification of plans and equipment for social, educational and physical features, assembly halls, refectories, libraries and reading rooms, athletics, indoor and outdoor gymnasia, dressing and

bath rooms, swimming and wading pools, sand boxes, grass plots, walks, fountains, flowers, trees, etc.

(6) *Activities.* Detailed consideration of the various features, found by experience to be popular and successful, including games, competitions, gymnastics, etc., and the types of occupation work suitable for different age and sex groups, and for different seasons of the year.

(7) *Relationships.* Opportunities for coöperation among various existing agencies now actually conducting playground activities, e.g. schools, children's courts, public parks, etc., with special reference to the relationship of Young Men's Christian Association to the other supervising agencies.

(8) *Bibliography.* Lists and digests of papers, articles, books, addresses, reports, prospecti, etc., bearing on the various phases of the movement.

3. Anatomy

(Professor Berry, fall and winter terms, five hours per week.) Gross anatomy of the body and its parts. The body as a machine. This includes a study of the bones, articulations, muscles, muscle insertions, leverage, and of the combined action of muscles and mechanism of bodily movements. The physiological rather than the anatomical unit is emphasized in the study of animal mechanics. The course aims to give the anatomical knowledge basal to a thorough understanding of the mechanical problems in gymnastics, athletics, and corrective gymnastics. Demonstrations on individuals are conducted illustrating muscular origin, insertion and action with reference to erect carriage of the body.

4. Histology

(Laboratory work, Dr. Seerley, spring term, ten hours per week.) Microscopic anatomy of the organs of the body. Histology—a study of the microscopic structure of every part of the body. Based upon the fact that "function makes structure," the student secures a wide knowledge of the fundamental functions by knowing the fundamental structures. The student also makes sections for himself, thus becoming acquainted with the laboratory method of investigation.

5. Physiological Physics and Chemistry

(Professor Berry, spring term, five hours per week.) No students will be admitted to this course who have not already had a thorough preparation in general physics and chemistry.

(1) *Physiological Physics.* A study of the laws of physics particularly applied to the problems of physiology, such as the flow of liquids in tubes, blood pressure, blood velocity, intra-pulmonic and intra-thoracic pressure. Physiological stimulation by induction coils, demarcation current, negative variation, osmosis, osmotic pressure. The laws of the lever, momentum, etc., applied to gymnastics and athletics.

(2) *Physiological Chemistry.* A survey of the field of organic chemistry. Laboratory study of the carbohydrates, proteids and fats—their properties, characteristics and reactions. The chemistry of the digestive juices and their action on the foods. Chemistry of the urine and total nitrogen determinations by Rjehdahl method.

6. Practice

(Messrs. North, Johnson, Andrews, Winters, and Cunningham, three terms, two hours per day.) The Junior physical work is the same for all students.

(1) *Field.* Instruction is given in field athletics, standing broad and running high jumps, discus, shot putting, pole vaulting, running, baseball (batting, base running, fielding, and team practice), football (ball passing, instruction in different positions, falling on the ball, and team practice), minton, Association football, and cross country running.

(2) *Gymnasium.* Instruction is given in plain marching, special attention being paid to the best formations for handling large classes. Maze running receives attention during this year. After a study of the typical gymnastic positions in calisthenic exercises, sample drills are taught with dumb-bells, heavy Indian clubs, pulley weights, and elementary exercises on the heavy apparatus. Emphasis is laid on the hygienic work, which permits large classes to be handled effectively. The bouncing board is used largely, and an effort made to secure a large dosage of work by using large groups of muscles (legs and trunk work chiefly) in a great variety of simple and interesting exercises. The aim is to present a type of work which can be used effectively with large mass classes of average ability.

(3) *Aquatics.* Swimming, diving and canoeing are taught.

(4) *Theory.* One-half hour per day is spent on rules of the athletic events used by the class, calisthenic nomenclature and gymnastic theory.

Middle Year

1. Physiology

(Professor Berry, three terms, five hours per week.) The instruction consists of recitations, lectures and laboratory work. The viewpoint of the couse is towards physiology of exercise, personal hygiene, and general massage rather than medicine. It includes a study of circulation, respiration, digestion, absorption, excretion, metabolism, nutrition, animal heat, muscle, nerve, central nervous system, and the special senses.

Text books: Howell, "Text Book of Physiology"; Stewart, "Manual of Physiology with Practical Exercises." Collateral reading: Schafer, "Text Book of Physiology"; Tigerstedt, "Lehrbuch der Physiologie des Menschen"; Hill, "Recent Advances in Physiology and Bio-Chemistry."

2. Massage and First Aid

(Professor Affleck, fall term, nine weeks, five hours per week.) Every student has practice with a subject two hours per week. A final examination in technique is required.

Text books: Kellogg's "Massage" and Kleen's "Handbook of Massage," supplemented by lectures and demonstration.

3. Hygiene

(Professor Affleck, winter and spring terms, five hours per week.)

(1) *Personal.* Health from the standpoint of the individual's condition, largely a result of the care given the body. Special attention is given to the following processes and organs:

(a) *Digestion.* Care of teeth, selection and preparation of food, disorders.

(b) *Respiration.* Nose, common affections, adenoids, mouth breathing, throat, tonsils, care of voice. Chest and lungs, posture and shape of thorax, types of breathing.

(c) *Circulation.* Effects of various types of exercise, oxygenation of blood.

(d) *Skin.* Bathing, kind and effects. Clothing, various fabrics and weaves. Shoes, shape, etc.

(e) *Eye and Ear.* Common difficulties, tests, glasses.

(f) *Brain and Nervous System.* Fatigue, overwork, recreation. Narcotics and stimulants, precautions, sleep. General vigor as condition of efficiency and precaution against disease.

Text books: "Personal Hygiene," Pyle; "Manual of Hygiene," Bissell; "Hydrotherapy," Kellogg; "Food and Dietetics," Hutchinson; "Practical Dietetics," Thompson; "Prolongation of Life," Metchnikoff.

(2) *Public.* Health as influenced by individual's environment. The chief topics given special consideration are: water, public supply, purification, etc.; air and ventilation, impurities, methods of securing adequate supply; heating and lighting, requirements, method; food, storage and preservation, pure food laws, value and administration; disposal of sewage and other refuse; soils, constituents and influence; communicable diseases and their precaution; hospitals, quarantine, disinfection; climate; vital statistics.

Text books: "Practical Hygiene," Parkes; "Hygiene and Public Health," Buck; "Treatise on Hygiene," Stevenson & Murphy; "Principles of Hygiene," Bergey; "Air, Water, Food," Richard & Woodman.

School hygiene is separately treated, including furniture, postural defects, growth and fatigue, the curriculum, playgrounds, recesses, games, medical examination and defects.

Text books: "School Hygiene," Shaw; "School Hygiene," Kotelman; "Medical Inspection of Schools," Gulick & Ayers.

4. Practice

(Professor Berry and Messrs. McCulloch, Kramer, Erismann, Taylor and Briggs).

(1) *Normal Work.*

Students are expected to spend an average of one day a week in coaching teams or officiating games in the Sunday School and Public School Athletic Leagues, and in other work to which they may be detailed. They also conduct marching, calisthenics, etc., in the regular class work.

(2) *Gymnastic Theory.*

One half hour per day is spent in discussing football rules, coaching, and officiating, gymnastic nomenclature, including marching, calisthenics and apparatus and comparison of the different methods of nomenclature; gymnastic games such as basket ball, volley ball, handball, etc., ice hockey, gymnastic dancing, indoor athletics; athletic supervision, A. A. U. and A. L. N. A. all round tests, basket ball rules and coaching, track and field sports, rules and coaching; rules and conduct of fencing and swimming contests.

(3) *Physical Practice.*

(a) Field. Three days a week are given to Rugby football, and two days a week to Association football during the fall. Students are taught the team game, punting, drop and place kicking. In the spring three days a week are given to track and field sports, and two days to baseball. Special emphasis is laid on sprinting, middle distance running, broad and high jumping, pole vaulting, hammer and discus throwing. Tennis is taught.

(b) Gymnasium. The class continues the practice of marching begun in the Junior year, supplementing it with fancy marching and gymnastic dancing. The wands, bar-bells, and Indian clubs receive special attention. Intermediate exercises on the heavy apparatus consist of exercises adapted for leaders and classes in the intermediate grade. The athletic side of gymnastics is fostered; i.e. those exercises which require strong legs and trunk rather than those which demand large arms and shoulders. The methods of running group contests are taught during this year.

(c) *Aquatics.* Swimming instruction is continued, giving attention to more advanced strokes, high and fancy diving. Instruction in rowing is begun.

Senior Year

1. Physical Diagnosis, Prescription of Exercise

(Dr. McCurdy, fall term, five hours per week.)

(1) *Physical Diagnosis.* Study of the appearances, conditions, defects, and deformities likely to be met with in the examining room. Method of examining the heart, lungs, etc., to prepare the student to assume such

responsibilities as may properly rest upon the physical director, and to protect those who may come under his charge against unwise exercise and habits of life.

Text book: Cabot's "Physical Diagnosis."

(2) *Prescription of Exercise.* The adaptation of various forms of exercise to the needs of the individual. Exercise as affecting:

(a) *Form.* The thorax. Effect of prolapse of viscera. Methods for their restoration. Position of the shoulders, raising and lowering shoulders. Ætiology of unevenness. Shoulder blades flattening against the trunk. The building up of small parts. The reduction of fat. Spinal curvatures.

(b) *Vitality.* Special need of exercise during present civilization. Neurasthenia. Deficient nutritive ability. Relation of exercise to vitality. Exercise with reference to temperament. Large versus small dosage.

(c) *Disease.* Congestions; hernia; constipation; cardiac weakness; cardiac insufficiency; partial paralysis; indigestion. The writing out of prescriptions to suit special cases. Strength tests as a basis for prescription.

(3) *Training.* Preparatory for athletic competition.

The object of the course is to enable the student to prescribe exercise intelligently. In so far as this laps over the field of medical practice in the treatment of disease, the aim is to enable the student to take the general instructions of the physician, render them definite, and carry them out effectively. The limitations of this treatment are carefully considered.

2. Physiology of Exercise

(Dr. McCurdy, winter term, five hours per week.)

This course consists of lectures, laboratory work, the preparation of digests, and recitations upon assigned subjects. The material for the lecture and recitation course is covered in part by the following books and periodicals: Lagrange, "The Physiology of Bodily Exercise"; Treves, "Physical Education"; Mosso, "Life of Man in the High Alps"; Kolb, "The Physiology of the Maximum of Sport"; "The Journal of Physiology" (English); "The American Journal of Physiology"; "die Centralblatt für Physiologie." The laboratory section is made possible by the gifts of alumni and friends. This course includes instruction in the technique of the sphymograph, sphygmomanometer, pneumograph and ergograph. The major portion of the experimental work at present consists of studies of the effect of exercises of speed, strength, skill, and endurance on circulation, muscle and nerve. The instruments used are of the same pattern as the new ones recently introduced into the physiological laboratory of the Harvard Medical School. In addition to these, others have been constructed by the Training School mechanic. The effect of exercises of speed, strength, skill and endurance on heart rate, pulse characteristics, and arterial pressure are studied in detail. In the fatigue studies with the ergograph, three types of instruments are used: the weight ergograph,

the spring ergograph (isotonic method), and the spring ergograph (isometric method). On the days of laboratory work, an additional hour of class attendance will be expected of the student.

3. Organization of the Physical Department

(Dr. McCurdy, spring term, five hours per week for five weeks.) During the spring term the following subjects will be considered:

Equipment; organization; advertising teams, newspapers, prospectus, etc.; gymnastic pedagogy.

The class studies the construction and management of athletic grounds.

Under equipment they will study the most approved methods of fitting up grounds for physical exercise.

Under organization, the physical department committee and its relation to the board of directors; sub-committees; leaders' corps; athletic committee; outing and Bible study committees.

Advertising the physical department.

4. Anthropometry and Physical Examinations

(Professor Affleck, spring term, five hours per week.) Treated through lectures, discussions, digests and assigned readings.

(1) *Historical.* Origin of the science. Laws of human proportions. Sketch of military, college and public school anthropometry.

(2) *Values.* Statistical and diagnostic value of measurements. Comparative value of various kinds of anthropometric tables. Relative value and point of view for taking individual measurements. Comparative value and adaptation of various forms of strength tests,—Intercollegiate, Kellogg's, Sargent's.

(3) *Statistical Methods.* The ideal, type, average, mean, probable deviation, probable error, etc., defined and discriminated. The whole process of construction of anthropometric tables is demonstrated to the student by practical problems in their actual construction. This is done primarily not that he may make such tables, but that he may understand them and keep up with the literature on the subject.

The generalizing and individualizing methods of observation. The absolute annual increase in growth and the relative annual increase. The correlation of anatomical and physiological tests.

(4) *Laws of Growth.* Comparative growth in height, weight, lung capacity, strength, etc. Racial, seasonal, and diurnal rhythms, including the whole discussion of acceleration and retardation of growth and assigned causes. Nascent periods, age of puberty, Bowditch's law, etc. Changes in growth produced by environment; influence of exercise upon growth; of disease; of occupation; nationality, etc. Physical basis of mental efficiency; dolichocephaly and its relation to height, weight, and other physical qualities.

GULICK MEDAL

(5) *Types of Development.* The typical college man, college woman, strong man, sprinter. American boys and girls.

Text books: Hastings' "Manual for Physical Measurement" (Boys and Girls); Seaver's "Anthropometry and Physical Examination."

5. Physical Training Seminar

(Dr. McCurdy and Professors Affleck and Berry.) A seminar will be held on advanced work in physical training, at which there will be presented original work done by the faculty, graduate students, and undergraduates, and by other specialists. The seminar will keep abreast of the newer lines of physical training. It is for all students in the physical course.

Each Senior student who is a candidate for a degree will prepare a thesis upon some topic related to the course of study. This work must be done under the direct supervision and coöperation of one of the instructors. The title of this thesis shall be engrossed upon the diploma, and ranked either as satisfactory, worthy of praise, worthy of high praise, or worthy of the highest praise. The two higher grades shall be given only for work that is original. The thesis must be completed before the spring term is begun.

The Gulick medal, given by Dr. Luther Halsey Gulick, will be awarded in the spring of 1909, under the following conditions: The subject must be one relating to physical training. It must be based upon first-hand observa-

tion of facts and include conclusions therefrom. It must include a study of the literature of the topic. Superiority of method and skill shall count for fully as much as actual results obtained. The problem must be one which is worth while, and the thesis one which has not previously been proven.

The appointments for the School year 1908-1909 are as follows:

Dr. D. A. Sargent, Harvard University, "Some Reflections of the Olympic Games and the German Gymnastic Festival."
Dr. G. L. Meylan, Columbia University, "Standards in Physical Training."
Dr. W. H. Chapin, Springfield, Mass., "Medical Inspection of Schools."
Dr. J. H. McCurdy, Y. M. C. A. Training School, "Some Phases of Fatigue."

Student Theses:

A. A. Gould, "The Effect of Training on Blood Pressure."
C. J. Kilbourne, "Provision Markets."
L. Bandlow, "The Effect of Exercise on Body Temperature."
R. C. Cubbon, "History of Football at T. S."
A. S. Graves, "The Construction and Equipment of the Gymnasium Locker Room."
A. G. Johnson, "The History and Future of Playgrounds in Springfield."
G. R. D. Kramer, "The History of the German Turnverein in North America."
G. N. Messer, "Technique of Basketball."
D. C. North, "Association Football—a Brief History and Technique of the Game."
B. G. Sherman, "The Recent Development of the Popular Summer Camp."
L. Taylor, "Photography in Track Athletics."

6. Practice

(Professor Affleck and Messrs. Heimsath, Cubbon, Field and Taylor, three terms, two hours per day.) The Senior work includes normal practice, gymnastic theory, and construction in advanced gymnastics.

(1) *Normal Practice.* Normal practice consists in leading mass classes, in outlining exercises for different groups of people—boys, young men and business men—and in the managing of the School's public exercises, sports and games. The Wednesday evening public normal practice has an attendance of one to three hundred visitors. The direction of the entire physical practice for the evening devolves upon some member of the class. On the following day the program of the preceding day is reviewed, criticism is given of the matter presented and on the method of presentation, and the pedagogical errors of a technical nature are shown the pupil teacher.

(2) *Gymnastic Theory.* This section will include a study of gymnastic nomenclature with practical demonstration by the class. The construction

of series of exercises for different groups of individuals will receive attention. The order of development of the exercises for the individual lesson is studied in its physiological and pedagogical aspects. From the abundance of physical exercises the teacher must be trained to select those which are scientifically correct, and in addition those having intrinsic interest in themselves. The lectures and recitations in gymnastic pedagogy will discuss the common faults in teachers, the best class formations, and the essentials to be considered in the selection of "leaders."

Text books: Ehler, "Gymnastic Nomenclature"; Fish, "Calisthenic Nomenclature"; Cornell and Berry, "Gymnastic Marching."

(3) *Physical Practice.*

(a) *Field.* Students are taught hurdling, walking, and football, Rugby and Soccer (team practice, coaching).

(b) *Gymnasium.* Instruction is given in gymnastic dancing, single sticks, tumbling, and advanced exercises on the heavy apparatus. Three credits are required in defensive exercises. All these credits may be secured in one subject, or they may be divided between fencing, wrestling, and boxing.

(c) *Aquatics.* Rowing in single and double gigs, also in four-oared working boats, is taught.

Students are expected to attend each year two conventions; one of the Young Men's Christian Association, and the other of the American Association for the Advancement of Physical Education.

7. Degrees

The basis of this course is the studies which fit a man for thorough scientific work in physical training. Students who have fulfilled the requirements for admission described on page 91, who complete the three years' physical course, receiving on an average a grade of not less than 80 per cent, and on their theses a grade not lower than worthy of praise, will be recommended to the trustees by the faculty for the degree of Bachelor of Physical Education (B. P. E.).

Students who are not high school graduates, but who have fulfilled the requirements for admission in English, mathematics, and history described on page 91, and who have completed the physical course of study, will be recommended by the faculty to the trustees for diplomas and will rank as graduates of the Training School.

Boys' Work Course

It is becoming apparent that practically all men who are to enter the secretaryship or physical directorship of the Association ought to familiarize themselves with work among boys. Much attention is given at the Training School to studying the social and religious life of boys and

methods of helping them. There is demand for secretaries with special reference to work for boys, and also for physical directors among boys. Students desiring to become secretaries of boys' departments will take the regular secretarial course, and students wishing to fit themselves for physical work among boys will take the regular physical course. Students preparing for work among boys will be assigned special reading in connection with their theses.

So much interest has been manifested in this form of work that the subjects which are taught at the institution bearing upon work for boys are here grouped together. They form an excellent course for preparation for the boys' secretaryship and physical directorship. Many of the leaders in this work are among the School's recent alumni. The library is equipped with the most up-to-date discussions of work for boys. The special courses bearing upon boys' work are as follows:

(1) Boy Physiology and Psychology. Dr. Seerley.
(2) Physiology of Exercise for Boys. Dr. McCurdy.
(3) Studies in Adolescence. Professor Burr.
(4) General Outline of Work for Boys. Professor Cheney.
(5) Physical Work for Boys. Dr. McCurdy.
(6) Apparatus for Physical Work for Boys. Dr. McCurdy.
(7) Practical Work for Boys.

(1) *Boy Physiology and Psychology.* (Dr. Seerley.) This subject is taught in connection with the general course in psychology, and can be found in detail on page 56. It will be seen that attention is given under genetic psychology to the study of the laws of mental development as they appear in the boy and young man. The study of the human instincts receives careful attention. In this connection the subject of personal purity from the psychological standpoint is presented, also the influence of heredity, degeneracy, and other important subjects.

The course in physiology, which is described in detail on page 60, considers the laws of growth, and the conditions of the body at different stages of its development.

(2) *Physiology of Exercise for Boys.* (Dr. McCurdy.) Instruction is given on the effect of different types of exercise on the physique of the growing boy. The heart rate, pulse characteristics, and blood pressure are carefully studied. The respiration is carefully treated in its relation to the different types of exercise. Various fatigue problems are considered in their relation to the growth and exercise of the boy. (See page 60.)

(3) *The Social Life of the Boy.* (Professor Burr.)
(a) The social nature of the boy.
(b) The social organization of boys. Gangs, teams, clubs, etc.
(c) Periods in the development of the social life of boys.

The hunting period: the time of the bow and arrow and Indian play. The agricultural and pastoral period: time of especial interest in care of plants and animals. The constructive period: the time when the passion

to make something shows itself. The competitive game stage: the time when individuals play in groups, but without team play. The coöperative period: the time for the team play—football, baseball, hockey, etc. The altruistic period: the time when egoism is modified by altruism. Adolescence.

(d) Practical suggestions as to the types of organization best fitted for boys in these various stages.

(4) *Methods.* There is being a rapid development in methods of work among boys. In order that students in this course, and all students preparing for the secretaryship, may have the latest conception of the best methods, arrangements have been made with a group of leaders in work among boys to give lectures upon the most successful methods of work. The School stands for the same ideal in boys' work as in work for men—that the work of the Association is to advance the kingdom of God, and that all the work must be carried on from the point of view of winning boys and young men to accept Christ. Special attention will be given to methods of helping boys in Christian living, in Bible study and in Christian work.

(5) *Physical Work for Boys.* (Dr. McCurdy.) The course consists of instruction in the types of exercise best fitted for boys, and of normal practice in leading in gymnastics and sports for boys. The mass class work includes marching, free exercises, dumb-bells, clubs and bar-bells. The work on the heavy apparatus includes only the hygienic work where momentary support is required. The course in indoor games includes team games like basket ball and hoop ball. Instruction is given in the various track and field sports, also in the different styles of swimming and diving. Splendid facilities are offered for ice sports on the lake adjoining the School, also on the School rink. Skating and ice sports are taught.

(6) *Apparatus for Physical Work for Boys.* (Dr. McCurdy.) Lectures and discussion of the historical aspects of the subject from the point of view of preparatory schools, college settlements, boys' clubs, etc.; of the value of outdoor gymnasia and their construction; of the equipment of indoor gymnasia, athletic fields, bath and locker rooms, etc., for boys. (See outline of full course on the organization of a physical department, page 81.)

(7) *Practical Work for Boys.* A large number of the students are doing practical work for boys. Many of them have classes in the Sunday school which they hold together during the week days by outings, athletic and gymnastic games, and social gatherings. During the past summer, three playgrounds and two swimming places were maintained in Springfield, and were manned by Training School students. These furnish an admirable opportunity for experience with boys. In addition to these opportunities for doing work for boys, the students are fortunate in being able to study an unusually successful work for boys in the local Association, and also the work of the Springfield Boys' Club for working boys.

Course for Boys' Club Directors.

In response to a request from the committee of management of the Federated Boys' Clubs, the Training School will admit students who wish to fit for the office of boys' club director. These students for their practical work and instruction in methods will be placed under the direction of Mr. Donald North, who is director for the Boys' Club of Springfield, and who is also a graduate of the Training School. Students in this course who are candidates for graduation will be expected to take three full years' work, and have the same preparation as is required from other students. Students who wish to take a shorter course will be admitted and a course prescribed by the president. A suggested outline for one year's work is here given.

Outline of One Year's Course for Boys' Club Directors.

First Period	*Second Period*	*Third Period*	*Fourth Period*
Boys' Club Methods	Physiology	Hygiene	Economics
School and Playgrounds	First Aid	Psychology	Sociology
Physical Department Methods			
Camps			

Afternoon

Gymnasium and Field. Practical Work. Methods Tour. Public Speaking. Nature Study.

Special Courses

Special certificates will be given for proficiency in the following lines of work, and also credits which will count toward degrees:

(1) *Literary and Debating Societies.* The Lee, McKinley, International and Philomathean Societies furnish ample opportunity for all students who desire to do so, to secure training in debate and parliamentary practice. Members of the faculty act as critics and advisers.

(2) *Voice Culture and Music.* (Professor Hyde.) This course aims to train men for public speaking and to enable them to use music and song effectively in the practical work of the Association.

(a) *Vocal Expression and Voice Building.* Special attention is paid to the right use of the voice both in speech and song. The classes are trained in the principal styles of reading, especially the Scriptures.

(b) *Musical Leadership.* Drill is given in the following points: Conducting congregational singing; adapting music to work on the gymnasium floor, such as marching and folk dances; singing, with special reference to teaching; good music in relation to religion and education.

(c) *Chorus Singing.* From the best voices in the school a glee club is selected, which is trained in the finer points of ensemble work. An occasional concert is given.

(d) *Mandolin Club.* Occasion is usually afforded for players of various instruments to combine in an organization, either a mandolin club or, when material is available, an orchestra.

(3) *Nature Study.* (Professor Affleck.) During the entire year classes will be formed for nature study, to give preparation for conducting outdoor expeditions, nature study classes, and camps in the Association. This will be of special value to those preparing for boys' work.

(4) *Normal Work.* Generous opportunities are offered for normal work in nearby churches, Associations and schools. This normal practice is considered an essential element in technical training.

(5) *First Aid.* Drill is given in first aid to injured,—bandaging, antidotes for poisons, and resuscitation.

Preparatory Course

As no student can be a candidate for a diploma and be admitted to the regular courses at the Training School in full standing unless he has a good English education and has attained high school standing in English, general history and mathematics, provision has been made by the trustees for students to make up deficiencies in these branches. As no student can be admitted to the work in physiological physics and chemistry unless he has first mastered general physics and chemistry, the trustees have provided in the preparatory course for instruction in these two branches.

1. English

(Mr. Coe, three terms, five hours per week.) The object of this course is to familiarize the student with the use of English. Much personal instruction is given, and a study of rhetoric and composition as far as usually covered in a high school or academy.

2. General History

(Professor Hyde, three terms, five hours per week.) The aim of this course is to trace the development of our occidental civilization. Events, dates, the rise and fall of empires, are studied not in reference to themselves alone, but also as exemplifying large principles, and as carrying with them the growth of the human spirit. All history is looked upon,

not as the story of what is past, but as the only means of knowing, and so of serving, the present.

(1) *Ancient History,* from the beginnings of man's existence as far as this is known until the close of the Roman period. The past of the race as it has lately been enlarged and rendered significant is presented; Greek history is studied with reference to the contribution which Hellenic peoples have made to art and to philosophy; Roman history as conditioning the political and mental life of Modern Europe, as the great source of law and administration. The text book, used only as a foundation of this course, is "Myers' Ancient History," Ginn & Co., revised edition.

(2) *History of Western Europe,* from the close of the Roman period to the present time. Here the valuable contribution which the Germanic races have made to the heritage from the classic past is set forth, together with the part which the church has played in the development of Europe. Study is made of the Renaissance, what it was, and what it accomplished for the life and thought. Text book: "Robinson's History of Western Europe," Ginn & Co., two volumes.

(3) *English History.* England from her peculiar position relative to Europe was able to receive much of the results of all previous civilization, while still her isolation enabled her to place her own stamp upon this material and to mould it to her own uses. This resultant she hands along to the Western Hemisphere, conditioning largely its complexion and its constitutions. To follow this process is the object of this course. Text book: Tout's "Advanced History of Great Britain."

3. Mathematics

(Mr. Johnson, three terms, five hours per week.) The first part of this course is devoted to a review of advanced mathematics. Algebra is then studied as far as quadratics, and the last term is devoted to mastering the five books of plane geometry. The text books used are: "Grammar School Arithmetic," G. A. Wentworth, revised edition; "Elements of Algebra" and "Plane Geometry," revised edition, by same author.

4. Physics

(Mr. Johnson, fall term, five hours per week.) This work is conducted on the laboratory method and is devoted to a study of general physics. It seeks to prepare for the understanding of and research in subsequent studies in bodily mechanics and physiology of exercise. The text book used is Wentworth and Hill's "A Text Book of Physics."

5. Chemistry

(Mr. Johnson, two terms, five hours per week.) A large share of this work is devoted to laboratory exercises. The course takes up general inorganic chemistry and aims to prepare the student for a later study of

physiological physics, hygiene, diet, etc. The text book used is Long's "General Chemistry."

6. Bookkeeping

(Mr. White, winter term, eight weeks.) For students who have not an acquaintance with general bookkeeping, a course of study will be offered. This course will familiarize the men with the ordinary principles of keeping accounts, and is preparatory to the advanced course described on page 63.

7. Gymnastics and Athletics

Students in this course will be given gymnasium and athletic exercise two periods daily under competent instruction.

General Information

Requirements for Admission

(1) The Training School is open only to Christian young men, over eighteen years of age, who *have already shown ability* in the direction of the work for which they wish to prepare. Each applicant must be a member in good standing of an evangelical church, and, if admitted, bring a certificate to this effect, and unite and work with some church of his choice in this city within the first term after his admission.

(2) Candidates for the Bachelor's degree in either the secretarial or the physical course may be admitted on presentation of a certificate of some approved high or preparatory school. Candidates without such certificates may be admitted under the following conditions:—

(a) They must present a certified list of subjects covered, with the grade in each; also the number of recitation periods in each subject.

(b) One recitation period is to count one point.

(c) The total number of points required is 2,880, the same as by the Board of Regents of the University of the State of New York.

(For a suggested outline of courses see "Secondary Education, Bulletin 27, Syllabus for Secondary Schools," published by the New York State Education Department, Albany, N. Y. Price 25 cents.)

(d) The requirements in English are 520 points, in mathematics and science 600 points, and in history 400 points.

(e) The additional 1,360 points required are elective.

(f) Candidates must pass examinations in English, mathematics and history under the supervision of the Training School, but credits will be accepted in other subjects from institutions of recognized standing.

(3) Candidates for a diploma in either the secretarial or the physical course may be admitted, provided they satisfy the president that they are qualified for the course which they wish to take.

For entrance to the secretarial course, students must have the equivalent of a high school diploma in:

(a) English, covering grammar, rhetoric, and English literature.

(b) History, covering ancient, European, English and United States history.

(c) Bookkeeping and commercial law.

For entrance to the physical course, students must have the equivalent of a high school diploma in:

(a) English, covering grammar, rhetoric, and English literature.

(b) History, covering ancient, European, English, and United States history.

(c) Mathematics, covering arithmetic, algebra, and geometry.

(d) Physics.

(e) Chemistry.

Students who cannot present satisfactory certificates for work elsewhere will be required to pass examinations before entrance. Arrangements have been made by the trustees to give instruction to students who may be deficient in English, history, physics, chemistry, and mathematics.

(4) College and technical school graduates may be given advanced standing if the president finds upon examination that they have satisfactorily completed any subjects in the course for which they are registered.

(5) All men enter the institution on probation. They are admitted as matriculated students only after they have satisfactorily completed one term's work.

(6) All students upon entering must pass a physical examination. Candidates for the physical course should do this before coming.

(7) Business experience is considered very desirable for men entering the secretarial course.

(8) Admission should be applied for at least two weeks before the opening of the school year (Wednesday afternoon, at four o'clock, September 22, 1909), and all students are expected to be present at the opening exercises.

(9) If at any time a student shows a lack of the prerequisites for success, he will be dismissed.

(10) No one will be enrolled as a student unless he is taking two hours' recitation work daily. Persons desiring less work may be admitted as visitors, but cannot be rated as students.

(11) No student who is in arrears to the School will be graduated.

Estimate of Expenses for the School Year

The following table is based upon the experience of the past five years:

Table board (Woods Hall, $3.00 per week),	$105 00	$105 00
Furnished room with light and heat ($1.00 to $1.50 per week, 38 weeks),	38 00 to	57 00
Tuition,	100 00	100 00
*Gymnastic and athletic suits,	15 00 to	40 00
Laundry,	12 00 to	20 00
Text and note books,	12 00 to	30 00
Laboratory supplies,	6 00 to	8 00
Conventions,	15 00 to	18 00
†Membership in Student Association,	5 00	5 00

Subscription to "Men,"	50	50
Subscription to "Association Seminar and Springfield Student,"	1 00	1 00
	$306 50	$384 50
Senior trip,	16 00	16 00
Diploma,	3 00 to	5 00

An additional fee will be charged for boxing, fencing and wrestling

Tuition is payable *strictly* in advance, first half at opening of School, and second half on the last Monday in January; room rent *promptly* on last Monday in each month, and rooms can be held only upon this condition. No reduction of rent will be made to a student who engages a room and fails to appear at the specified time, nor to one who vacates his room less than a month before the close of the School. Rent stops only when the room is vacated and the key returned to the office. A deposit of fifty cents will be required for each key. A deposit of $1.00 is required with the application for a room in the School's buildings.

Each student lodging in the dormitory will care for his own room, which must be kept scrupulously clean. *He will be expected to provide sheets, pillow slips, towels and soap.* Beds are all single; pillows, 18x25 inches. Rooms are liable to inspection.

Sets consisting of three sheets, two pillow slips, four large linen towels, and two large bath towels, all hemmed, can be furnished by the School for $4.00 if ordered in advance.

Recitations, Practice, and Examinations

Each student is expected to have at least three forty-five minute classroom exercises each day during five days of the week; also at least two hours' daily practice, according to the year and department, in gymnastics, athletics, laboratory work, or practical work in the Young Men's Christian Association

There is no school on Saturday from April to November, or from Saturday noon to Monday noon, November to April.

A Junior or Middler shall be eligible for promotion only after passing satisfactorily in every branch prescribed for the year covered, and upon approval of the president. Students who for any cause fail to pass the regular tests, or for any other reason require special examinations, will be charged a fee of fifty cents for each examination. A certificate that the

*Students are advised not to purchase gymnasium or athletic suits before coming to the School, as the School has regulation colors and suits which all are expected to wear.

†Students are expected to take out a membership in the Student Association, and support its work. This ticket will admit them to the privileges of the city Associations.

fee has been paid must be received from the registrar before the examination will be given by the instructor.

A Senior will be recommended by the faculty to the trustees for graduation only after passing satisfactorily in every branch of the course. Two typewritten copies of each thesis, paper and style of binding as prescribed by the librarian, shall be deposited in the library of the Training School, which reserves the right of publication.

Conditions imposed in any subject must be met during the following term. If a student is conditioned for more than two terms in more than two subjects, he will lose standing as a regular student, and can only be ranked as a special student.

All students are expected to be subscribers to "Association Men," and to be members in some Young Men's Christian Association in Springfield or vicinity.

Self-Support

Many of the students earn a portion of the expenses of the course either during vacation or by securing work in the city. The institution cannot undertake to find work for students in advance of their coming, but by letters of introduction, information, and in other ways renders much assistance to students with insufficient means. A small loan fund, however, has enabled quite a number of students to complete their courses. The income from the Foss Fund of $1,000 is also available for this purpose. A number find opportunity for work in connection with the buildings. Fourteen students are given positions as assistant teachers in the preparatory department and in the gymnasium. A number secure positions in neighboring Associations. Candidates for admission who have insufficient means are invited to correspond with the president.

Representation in Athletics

Men with conditions in more than two subjects which are one term old shall not represent the School in any public exhibition. Special students may not represent the School unless they are carrying successfully ten hours of classroom work per week, in addition to physical practice. A special student shall not act as captain, manager, or president of any School organization.

Student Organizations

1. The Student Association

The Student Young Men's Christian Association is the coördinating and unifying force of all student activities. Every student is a member, the annual fee of $5 entitling the student body to participate in all student

activities without the recurrence of petty dues. Under its control are the School athletics, social life and religious work, in addition to which are departments for the administration of an employment bureau, the student commons and School newspaper. The Association not only provides for the needs of the student body, but also furnishes normal work in departmental administration.

Officers for 1908-1909: President, Fred G. White, '09; vice president, Charles A. Dickinson, '09; secretary, James S. Summers, '10; treasurer, I. Henry Farnham, '10.

2. Senate

In May, 1907, as a result of a suggestion from the faculty, the students adopted resolutions creating a student senate to control such actions of the students as are out of harmony with the spirit of the School and to be a medium for the expression of student sentiment to the faculty in matters of common interest. Nine men compose the senate—four Seniors, three Middlers, and two Juniors, elected by the entire student body. The experience of two years has shown the plan to be successful.

Officers: President, H. W. Northcott, '09; vice president, A. C. Heimsath, '09; secretary, C. W. Bingemann, '09.

3. Lee Literary Club

This club, the oldest of its kind in the School, has accomplished much useful work. Since its inception it has striven to give thorough discipline in debate and in the proper conducting of the deliberative assemblies. Through its regular weekly meetings its members are afforded an opportunity of acquiring that facility of speech, and that clearness and force in the expression of thought and feeling, which form such a valuable asset in after years. The Lee Club has the good fortune to possess a handsomely and appropriately furnished room, the gift of an ever-respected friend of the School—Henry S. Lee. Further, it has for critic Prof. H. M. Burr, whose kindly and sympathetic criticism contributes so much to the success of the Club. An annual prize debate for gold and silver medals usually concludes the season.

Officers: President, R. C. Cubbon, '09; vice president, E. D. Shaw, '09; secretary-treasurer, L. J. Field, '09; sergeant-at-arms, C. W. Bingemann, '09.

4. McKinley Society

This society has just entered upon the seventh year of its career, which is marked by a steady increase in strength. With Dr. Ballantine and Mr. Berry as critics, the society is giving to its members a proper training in the grace and goodness of the power of public address which can be acquired with greatest results only during college life. Knowledge is use-

ful, but the ability to stand in the presence of others and make known our thoughts and mental acquirements is of much more value. There will be some time in life when the necessity of being able to make a speech will be felt; when the extemporaneous power will be almost priceless. The greatest value of the McKinley Society rests, therefore, upon the refining and beneficial influence which it has exerted and which is daily being multiplied. The McKinley has sent out faithful, earnest, intelligent workers, whose efficiency has been increased and whose lives have been made better through the personal contact and friendships, the glorious privileges and environment of their probation in the society. We extend a hearty welcome to the incoming classes and promise them both pleasure and profit in their connection with us.

Officers: President, F. A. Eyman, '10; vice president, J. T. Hopkins, '10; secretary, S. F. Wright, '11; treasurer, F. J. Winters, '10.

5. The International Lyceum

This society is seven years old and is distinguished for the quality of work it does. A large majority of the foreign students are members, thus bringing together bits of culture and world citizenship that insure interested and varied programs. With the victory of the 1904 intersociety debate, a group of alumni that support the prize work among its own membership, and now with the new credit system in the regular school curriculum, it affords a rare opportunity for interest in the best kind of work. As the membership is limited to twenty-five each member is given many opportunities for training. We are fortunate in having as critic Prof. F. S. Hyde, whose helpful criticism is backed by a power of good judgment, friendliness and rare ability. Election of officers occurs every term, affording opportunity for each member to serve. One or two social evenings are held each year, thus helping to weld us together under the old slogan "friendship, opportunity and International Lyceum." We extend to new students the right hand of fellowship and an invitation to join us.

Officers: President, W. S. Whitbeck, '09; vice president, E. A. Hulek, '10; chairman program committee, W. A. Wilkinson, '10; secretary, J. S. Summers, '10; treasurer, E. M. Ryan, '10; chaplain, J. H. Storr, '10; sergeant-at-arms, F. J. Porter, '10; critic, Prof. F. S. Hyde.

6. British Fraternity

The British Fraternity was formed for the purpose of promoting friendship and fellowship among the students coming from the various parts of the empire. Last year, the Fraternity welcomed new members from England, Canada, Australia, and New Zealand, the total membership being now twenty-seven.

Several social gatherings are held by the Fraternity during the year,

including the observance of Empire Day, which has come to be regarded as a school holiday for the British students.

Officers: President, W. A. Wilkinson, '10; vice president, J. S. Summers, '10; secretary, F. D. Wright, '10; social secretary, E. A. Hulek, '10.

7. The Philomathean Literary Society

For several years there has been a demand for another literary society because of the increased enrolment of the School and the limited memberships of the literary societies. In order to meet this need the Philomathean Literary Society was organized during the past year. The purpose of the society is to develop the art of public speaking, to become familiar with parliamentary procedure, and to stimulate an interest among its members for the conducting of business in a systematic manner. It is also the aim of the society to foster a fraternal spirit among its members and to assist in developing their social natures. The society has been fortunate in securing Messrs. R. L. Cheney and G. B. Affleck as critics. Their hearty coöperation, their sympathetic and helpful criticism, combined with their splendid examples, contribute much to the efficiency of the society. The society meets every Monday evening at 7.15 during the school year. A cordial invitation is extended to all to attend any of its sessions and especially are all members of incoming classes invited to be present at its regular meetings.

Officers: President, R. F. Martin, '11; vice president, L. Bandlow, '09; secretary, R. B. Jackson, '10; treasurer, W. A. Smethurst, '11; chaplain, H. Gregory, '11; sergeant-at-arms, L. J. Keyes, '11.

8. Training School Musical Club

This organization embraces the membership both of the mandolin and the glee clubs. Together they prepare for concert work and besides the annual home concert, give others at a distance from town. The glee club also during the last year has prepared for singing at religious services. Its repertory of hymns and anthems has been much in requisition, especially for afternoon meetings of neighboring associations, and occasional evening services in the churches.

A pleasant and no doubt mutually helpful contact has thus been established between the School and the other religious activities of the vicinage. In particular the students have been gaining experience in public singing, and have learned both musical material and methods of drill which must prepare them for acting as leaders in the musical service in the Associations to which they go. The same is true also of the instrumental club, by which the men become proficient in leading young men in their musical interests.

This society then attempts to become a school of preparation for the needed service of raising the efficiency of music in the Young Men's Christian Association.

9. The Springfield Student

During the fall of 1908 there grew within the student body a real sentiment for the publication of a student paper. The result of this senti- was the issuing in January, 1909, of *The Association Seminar and Springfield Student,* being a merger of *The Association Seminar* and the new enterprise, *The Springfield Student. The Seminar* continues to publish discussions and studies related to the Young Men's Christian Association and adolescent life. The student section of the paper is furnished entirely by students. The aim of *The Springfield Student* is to give expression to student activity and an incentive of literary production. The board and business management consists of ten men, elected at the annual Student Association election in March. They take their offices, however, at the beginning of the school year in September.

Editorial staff: C. K. Brown, '10, editor-in-chief. R. C. Cubbon, '09, R. L. Cheney, '01, C. William Bingemann, '09, J. H. Stine, '09, H. C. Buck, '10, F. J. Porter, '10, E. M. Best, '11, assistant editors. G. C. Baker, '10, business manager. C. E. Fleming, '10, circulation manager.

Contributions

To maintain the Training School's work on its present plane of efficiency, a yearly income of $26,000, aside from tuition fees and room rentals, is required. Inquiries concerning the finances will receive prompt attention if addressed to L. L. Doggett, President, and remittances may be made payable to his order, or to H. H. Bowman, Treasurer.

The Training School has a partial endowment fund of $88,000, which has been contributed by friends of the institution during the past few years.

This consists of the following funds:

Parmlee Memorial Fund	$10,000
Horace Smith Fund	5,000
R. R. McBurney Fund	3,000
H. S. Lee Fund	5,000
F. M. Kirby Fund	5,000
F. B. Pratt Fund	5,000
Emerson Gaylord Memorial Fund	5,000
Woods Hall Endowment Fund	5,000
Mary R. Searle Library Fund	1,000
Foss Student Loan Fund	1,000
Frances Moody Memorial Fund	10,000
Robert A. Harris Memorial Fund	1,000
Edwin F. See Memorial Fund	2,500
General Fund	36,000
	$96,500

Bequest for Endowment

I give and bequeath to the International Young Men's Christian Association Training School, Springfield, Mass., the sum of ———————— to be safely invested by them and called the ———————— Fund. The interest of this fund to be applied to the use of the School.

Perpetual Loan Fund

For the purpose of founding a perpetual loan fund in the International Young Men's Christian Association Training School, Springfield, Mass. [or any of its departments, if so stated], I hereby give the sum of five thousand dollars—or its equivalent in good securities at cash value—to be safely invested by them, the income to be loaned toward the education of students who have already shown ability in the School.

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